DOCUMENT RESUME

ED 074 979 HE 003 980

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TITLE	Report of the Task Force on the Status of Women at the University of California, Davis.
INSTITUTION	California Univ., Davis.
PUB DATE	Jun 72
NOTE	344p.
EDRS PRICE	MF-\$0.65 HC-\$13.16
DESCRIPTORS	*Equal Opportunities (Jobs); *Feminism; *Higher Education; *Sex Discrimination; Women Professors; *Womens Education; Working Women
IDENTIFIERS	Davis; *University of California

ABSTRACT

The charge given to the Task Force on the Status of Women at the University of California, Davis, was to determine the employment opportunities for women on the Davis campus. The Task Force addressed itself primarily to 4 major employment categories: non-academic staff, academic staff, faculty, and administration, with lesser consideration given to employment opportunities for female students. The data consist basically of analyses of the distribution of men and women currently employed within each of the 4 employment categories. Further analyses include examinations of sexual profiles over time, studies of hiring and promotional patterns for men and women, comparisons of qualifications and salaries for female-typed jobs and male-typed jobs, and comparisons of the proportions of women employed in specific areas to the proportion of women available in the work forces for those areas. The Task Force attempts to identify and define problem areas in which employment opportunities for women do not appear to be the same as those for men. Specific courses of action are recommended to implement changes in these areas. (Author/HS)

ED 074979

Report of the
Task Force on the Status of Women
at U. C. Davis

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HE 003 980

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June, 1972

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Acknowledgements

We are grateful to Chancellor Meyer for his unwaivering support of our efforts; to Assistant Vice Chancellor Robert Glock, John Uribarri, and Nadine Thomas in the Office of Planning and Analysis for the extensive services and resources provided to us; to Vice Chancellor William F. Dukes for permitting us to examine the academic files; and to Professor Robert Allard and the Department of Genetics for their generous secretarial support. We would like to thank Dennis Shimek, Helen Curro, Deanna Falge, Lorena Herrig, and many other individuals on the Davis campus and in the Office of the President who assisted us in the collection and analysis of our data. We are especially indebted to Kay Morris for her patience and expertise in typing this report.

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PART I

INTRODUCTION

INTRODUCTION

Charge. The charge given to the Task Force was to determine the employment opportunities for women on the Davis campus.

Extent of Survey. The Task Force addressed itself primarily to the four major employment categories: non-academic staff, academic staff, faculty, and administration, with lesser consideration given to employment opportunities for female students. Related areas of concern, such as the special problems facing minority women, were briefly examined.

Nature of data. The data consist basically of analyses of the distribution of men and women currently employed within each of the four employment categories identified above. Further analyses include examinations of sexual profiles over time, studies of hiring and promotional patterns for men and women, comparisons of qualifications and salaries for female-typed jobs and male-typed jobs, and comparisons of the proportions of women employed in specific areas to the proportion of women available in the work forces for those areas.

Assumptions. The Task Force has assumed that the opportunities for women should be the same as the opportunities for men. The validity of this assumption has not been explored here. It seems justified, since it is in essence required by law. Bearing this in mind, the status of women has been examined relative to the status of men.

It has also been assumed that UCD desires to be an equal opportunity employer. Consequently, an effort has been made to identify those attitudes and policies, both written and unwritten, which have direct bearing on employment opportunities for women. For while prevailing conditions are best measured and described by the quantifiable data described above, changes in those conditions can only be implemented through changes in the more qualifiable areas of personal attitudes and established practices.

Recommendations. The Task Force has attempted to identify and define problem areas in which employment opportunities for women do not appear to be the same as those for men. Specific courses of action are recommended to implement changes in these areas. The recommendations of the Task Force on the Status of Women are presented in Section II. The information from which our recommendations developed is presented elsewhere in the text.

Discussion. Solutions to the problems described herein are dependent upon a continuing re-evaluation by individuals and institutions alike of their prejudices, practices, stereotypes, and categorizations. The good must be sorted from the bad, the useful from the useless. Above all else, awareness is required. In this report, we have at times taken the opportunity to educate, to generate awareness of the problems of women, to explore the implications and ramifications of the data.

Part II

RECOMMENDATIONS
of the
TASK FORCE ON THE STATUS OF WOMEN
at the
UNIVERSITY OF CALIFORNIA, DAVIS

I.

STAFF, FACULTY, AND STUDENTS

A. with regard to the STATUS OF WOMEN at Davis,

we recommend that the CHANCELLOR:

1. Appoint an Assistant Vice Chancellor for Affirmative Action for Women to work closely with the Vice Chancellor of Academic Affairs on the implementation of affirmative action hiring and promotion of women, both faculty and staff.

2. Appoint a standing Committee on the Status of Women at Davis, having thirteen members, to be named by the ASUCD (two members), the Graduate Student Association (two members), the University Staff Assembly (three members), the Academic Staff Organization (two members), and the Faculty Women's Caucus (two members). The Assistant Vice Chancellor for Affirmative Action for Women should chair the committee and the Affirmative Action Program Coordinator should be an ex officio member.

3. Invest the Committee on the Status of Women with authority to review all policies and procedures affecting the status of women at UCD (and any proposed changes in these policies or procedures) and all campus-wide, departmental and unit plans for affirmative action hiring and promotion. The Committee should have independent authority to reject unsatisfactory policy or procedural changes and affirmative action plans and to require revisions.

4. Establish an Affirmative Action Review Group, including administrative officers, to automatically review every case in which promotion or retention is denied to an academic woman. In addition, provide the opportunity for any academic woman who has been denied promotion or retention since October, 1968 (the date when Executive Order 11375 became effective) to request full review by the Group, and to be reinstated if that is the recommendation of the Group. Pending the establishment of the Group, the Administrative Officer now charged with responsibility for Affirmative Action is to carry out this review.

5. Invest the Affirmative Action Review Group or Officer with the authority to inspect all records and to obtain additional information from departments, ad hoc committees, and the Budget Committee of the Academic Senate whenever the Group deems it necessary or desirable.

B. with regard to CHILD-CARE FACILITIES,

we recommend that the CHANCELLOR:

1. Establish child-care facilities on or near campus for the children of all university students, staff and faculty members.

2. Establish a reasonable, pay-as-you-can scale to supplement University funding.

3. Include facilities for children of all ages, including infants; for day, after-school, evening, and overnight accommodations (the latter to permit employees and faculty to attend professional meetings away from campus, and for students on university business); and for sick children (to reduce enforced absenteeism of female or male employees).

4. Include participating parents in decisions regarding policies and procedures of the centers.

C. with regard to the WOMEN'S CENTER,

we recommend that the CHANCELLOR:

1. Make needed funds available to finance the student-, staff-, faculty- and community-oriented activities of the Women's Center, in order to insure that women have a place to meet on campus and to conduct their programs and counselling services.

2. Request that the Counseling Center assign a female staff member, to be selected by the Women's Center, to the Women's Center for full-time work as a counselor and co-ordinator.

II.
FACULTY MEMBERS

A. with regard to FACULTY RECRUITMENT AND HIRING,

we recommend that DEPARTMENTS:

1. Commit themselves to an affirmative action plan for hiring female faculty members, including specific goals and timetables, with an immediate goal of placing women on their faculties at each professorial rank to reflect the proportion of women trained in the field.

2. Actively search for and recruit women candidates for faculty positions. Departments should not a priori assume that married female candidates are unable or unwilling to move.

3. Recruit faculty from eligible Lecturers and other academic staff personnel before searching outside the university.

4. Advertise all faculty vacancies publicly in professional journals and in the Davis community so that all interested persons have an opportunity to apply.

5. Consult with and utilize regional and national registries of professional women when recruiting for a position, including women's caucuses of appropriate professional associations.

6. Give preference in hiring to qualified female candidates over qualified male candidates until the proportion of women on the faculty reflects the proportion of women trained in the field.

7. Defer hiring white male faculty members until affirmative action hiring of women and minorities is completed. If no woman or minority candidate can be found after an intensive search over a reasonable period of time, the Committee on the Status of Women may be petitioned to waive the affirmative action requirement.

8. Hire women faculty members at ranks identical to those at which males with similar qualifications are hired.

9. Publicize the abolition of nepotism restrictions and encourage qualified spouses of currently employed faculty members to apply for available positions.

B. with regard to FACULTY PROMOTION,

we recommend that DEPARTMENTS:

1. Establish timetables for the representation of women faculty members at each professorial rank at least in proportion to the number of women trained in the field.

2. Identify currently employed faculty women who were hired at lower ranks and/or promoted more slowly than similarly qualified men, and immediately promote them to the levels commensurate with their qualifications.

3. Compensate individual faculty women who have been subjected to discrimination by paying back salaries retroactive to 13 October 1968 (the date when Executive Order 11375 became effective) or to any subsequent date at which an individual faculty woman was hired whether or not the women are currently employed by the University.
4. Promote women at the same rates and according to the same standards used for men, once past inequities have been rectified.

C. with regard to other FACULTY PERSONNEL POLICIES,

we recommend that DEPARTMENTS:

1. Facilitate part-time appointments (in line with new University regulations) for women and men at all professorial ranks who desire such positions, without prejudice to eligibility for promotion, tenure, sabbatical leave, or other fringe benefits.

2. Create equitable teaching loads, research expectations, and administrative responsibilities for persons holding part-time appointments to reflect accurately their proportionately reduced salaries.

3. Facilitate leaves of absence for women and men at all professorial ranks who desire such leaves without prejudice to eligibility for promotion, tenure, or sabbatical leave.

4. Insure that female faculty members share equally with males in teaching responsibilities, utilization of research funds administered by their department, access to 11-month rather than 9-month academic appointments, and in all other areas of departmental operation.

D. with regard to FACULTY COMMITTEE ASSIGNMENTS,

we recommend that the CHANCELLOR:

1. Appoint at least one woman to all university committees charged with formulating recommendations concerning major policy-making decisions.
2. Appoint at least one woman to all ad hoc committees charged with the review of a woman candidate for faculty appointment or promotion.

III.

ACADEMIC AND NONACADEMIC STAFF EMPLOYEES

A. with regard to STAFF EMPLOYEE CLASSIFICATIONS,

we recommend that the OFFICE OF THE PRESIDENT:

1. Analyze all job classifications to identify those filled predominantly by one sex.

2. Eliminate all references to the sex of the worker in academic and nonacademic job descriptions and application forms except where there is a bona fide sex requirement.

3. Reclassify all positions so that salaries accurately reflect educational prerequisites, job experience, skill levels, and job responsibilities; immediately upgrade salaries of all men and women in low-paying (female-typed) job classifications to parity with higher-paying (male-typed) job classifications having comparable requirements of education and experience.

B. with regard to STAFF HIRING, both academic and nonacademic,

we recommend that the ACADEMIC AFFAIRS OFFICE and the PERSONNEL OFFICE:

1. Commit themselves to an affirmative action plan for hiring women in academic and nonacademic staff positions, with an immediate goal of placing women in all job classifications to reflect the proportion of qualifiable women in the appropriate labor market. Specific goals and timetables should be developed for each job series.

2. Consider any qualified woman or man as a candidate for any position, regardless of its previous sex-typed bias.

3. Give preference in hiring in male-dominated job classifications to qualified female candidates over qualified male candidates until an equitable ratio of female to male employees is achieved in that job classification.

4. Hire women employees at levels identical with those at which male employees with similar qualifications are hired.

5. Advertise all academic staff vacancies publicly in professional journals and in the Davis community so that all interested persons have an opportunity to apply.

6. Consult with and utilize regional and national registries of professional women when recruiting for high-level administrative positions.

7. Search for qualified women currently employed in the University who should be promoted to administrative positions before filling these positions from outside the university.

8. Defer hiring white male staff until affirmative action hiring of women and minorities is completed. If no woman or minority candidate can be found after an intensive search over a reasonable period of time, the Committee on the Status of Women may be petitioned to waive the affirmative action requirement.

9. Eliminate from application forms and personnel interviews all questions regarding the marital status, occupation of spouse, number of children, and marital or childbearing intentions of applicants for staff positions.

10. Develop a system for considering and crediting as employment experience non-paid household and community jobs of applicants, such as budgeting and purchasing, community organization and committee work. Waive strict standards for prior experience in the case of jobs previously closed to women.

C. with regard to STAFF PROMOTION, both academic and nonacademic,

we recommend that DEPARTMENTS AND UNITS:

1. Establish specific goals and timetables to attain representation of women at each level of job classification, at least in proportion to the availability of women in the appropriate labor market.

2. Identify currently employed staff women who were hired at lower levels and/or promoted more slowly than similarly qualified men, and immediately promote them to the levels commensurate with their qualifications and length of service.

3. Compensate individual staff women who have been subjected to discrimination by paying back wages retroactive to 13 October 1968 (the date when Executive Order 11375 became effective) or to any subsequent date at which an individual staff woman was hired. Women should be eligible for compensation whether or not they are currently employed by the University.

4. Promote women employees at the same rates and according to the same standards as those used for men, once past inequities have been rectified.

5. Provide on-the-job training for women to acquire the needed skills to upgrade themselves to more professional positions.

D. with regard to other STAFF PERSONNEL POLICIES,

we recommend that the OFFICE OF THE PRESIDENT, the ACADEMIC AFFAIRS OFFICE and the PERSONNEL OFFICE:

1. Design or review career ladders, horizontal, vertical, and diagonal, to assure opportunity of advancement to and through classification series, from unskilled to skilled, non-professional to professional and non-professional to managerial jobs.

2. Expand the number of part-time positions at both professional and nonprofessional levels, by creating tandem teams of two part-time persons to fill single full-time positions.

3. Eliminate discriminatory policies against part-time employees by making employee benefits (e.g. eligibility for leaves, merit salary increases, health and retirement benefits) available to all employees on a straight prorata basis.

4. Establish paid maternity and paternity leave for not less than three months for all female and male employees, regardless of marital status, with full continuance of retirement benefits, health benefits, and earned time for merit increases, with a limit of two leaves per employee.

5. Permit unpaid leaves of absence for female and male employees for child care for periods up to one year each, utilizing accumulated sick leave and vacation benefits before the unpaid leave begins.

6. Assure that female and male employees returning from leaves of absence, whether paid or unpaid, are placed in the same position or in a position of comparable rank to that held before the leave began.

7. Grant to academic staff members full faculty status, with its attendant benefits such as tenure, sabbatical leave, flexible work hours, and Academic Senate membership.

8. Grant to nonacademic staff members more flexible work hours, where feasible.

9. Clarify the category of Lecturer to insure an equitable balance of teaching and/or research and/or administrative duties, and establish written policies regarding fringe benefits such as sick leave, vacation, retirement, security of employment, etc.

10. Assure that nonacademic staff members who are asked or expected to work overtime may refuse to do so without prejudice, and that those who do work overtime may freely choose between the options of taking compensatory time off

during normal working hours or receiving overtime pay. The financing system whereby overtime pay is derived from stringent departmental budgets and whereby persons who work overtime are expected to "understand" why they cannot be paid must be completely revised.

11. Establish mandatory sensitivity training courses for supervisors at all levels of employment in the University, to include sessions specifically devoted to exposing and eliminating sexist attitudes and practices.

12. Give women employed by the University in any capacity (clerical, administrative, library, etc.) the opportunity to be hired for other available positions for which these women have the potential to fill by reason of educational qualifications or experience without regard to their present employment status or salary. (For example, some educationally overqualified and capable women are in clerical jobs since they could not find suitable employment because of lack of other opportunities for women in the past. They now find themselves labeled as clerical employees and are unable to overcome this handicap.)

IV.

UNDERGRADUATE AND GRADUATE STUDENTS

A. with regard to UNDERGRADUATE STUDENTS,

we recommend that DEPARTMENTS:

1. Actively challenge sex-role stereotyping of undergraduate majors by encouraging females to enter predominantly male fields (and vice versa), by advertising the opportunities for both males and females in those fields, by publicizing the accomplishments of females in predominantly male fields (and vice versa), and by providing appropriate faculty models.

2. Establish courses in women's studies, where relevant (e.g. women in literature, women in politics, the history of the women's movement) and incorporate into existing courses of all types, information recognizing the contributions of women in the field.

B. with regard to UNDERGRADUATE STUDENTS,

we recommend that the COLLEGE OF LETTERS AND SCIENCE:

1. Establish an undergraduate major in Women's Studies.

C. with regard to GRADUATE STUDENTS,

we recommend that DEPARTMENTS:

1. Actively search for and recruit female graduate students, with specific goals and timetables, to work toward an equal representation of men and women in the graduate program.

2. Eliminate considerations of age, marital status and children in admitting students for graduate study and in providing financial support.

3. Place at least one woman on all graduate admissions committees.

4. Facilitate part-time courses of study and leaves of absence for men and women students with family responsibilities, without prejudice to advancement or continuation in the program. (Revision of the Planned Educational Leave Program and the Division of Extended Learning may accomplish these goals.)

5. Insure, in so far as possible, that female graduate students, on receiving their degrees, are placed in positions of status and prestige equal to those obtained by similarly qualified male graduate students. Departments should periodically review the employment status of their graduates to measure the success of their efforts.

D. with regard to UNDERGRADUATE AND GRADUATE STUDENTS,

we recommend that the CHANCELLOR:

1. Insure that schools and colleges of UCD eliminate considerations of age, marital status and number of children in admitting students for undergraduate or graduate study and in providing financial support.

2. Facilitate part-time courses of study leading to undergraduate and graduate degrees at proportionately reduced fees. (Removal of the limitations presently associated with the Division of Extended Learning may accomplish this goal.)

E. with regard to STUDENT EMPLOYMENT,

we recommend that PLACEMENT SERVICES:

1. Insure that all companies and individuals recruiting on campus consider any qualified woman or man as a candidate for any position, regardless of its previous sex-typed bias.

2. Refuse to permit any company or individual to specify the sex of the applicant for any position, either directly or indirectly (as in job descriptions using the words "he" or "she"), except for bona fide sex-related positions (e.g. male actor).

3. Eliminate all questions on application forms or in personnel interviews pertaining to the applicant's marital status, number of children, or future marital or childbearing plans.

F. with regard to STUDENT HEALTH,

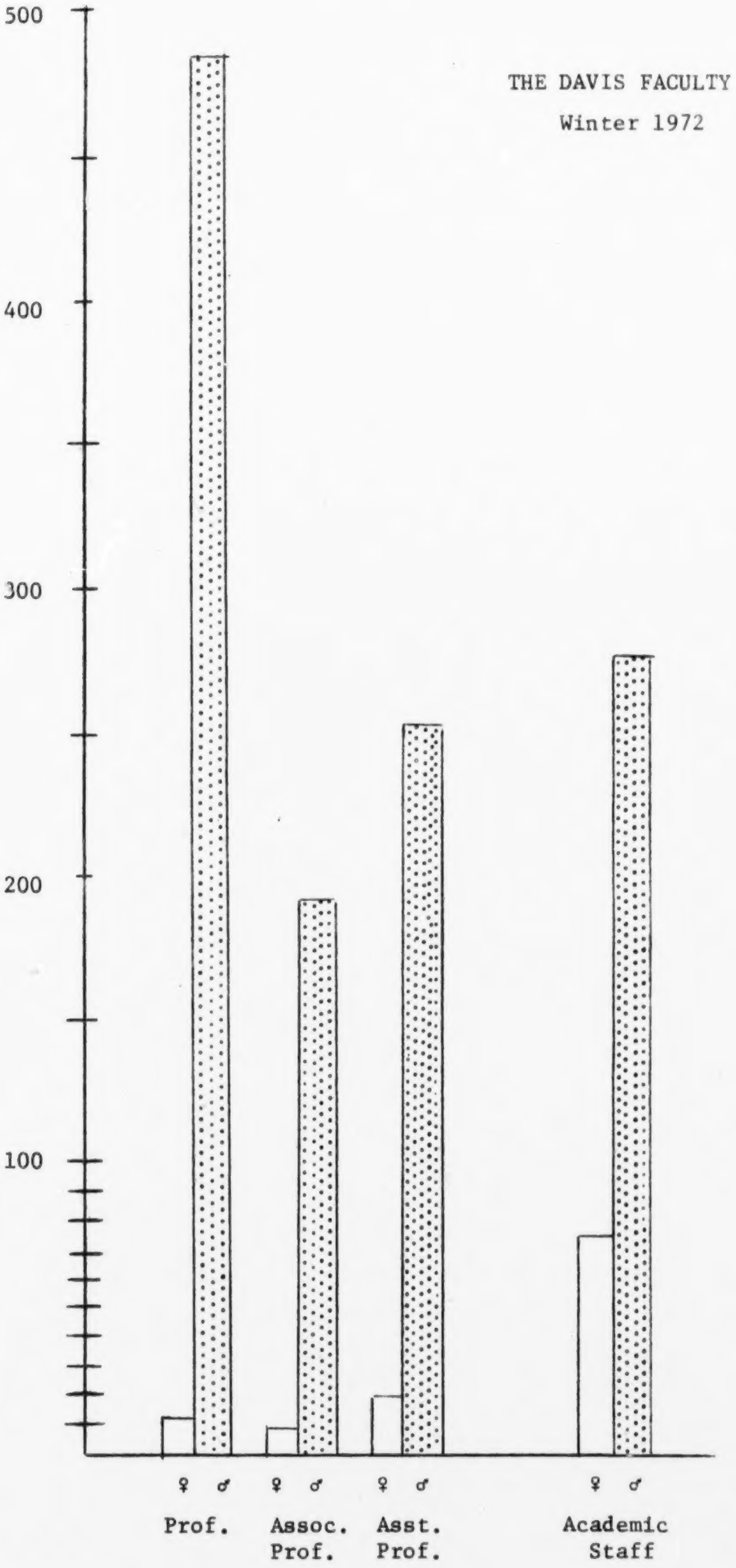
we recommend that STUDENT HEALTH SERVICES:

1. Provide a complete range of health care services relating to pregnancy, abortion, and childbirth.

SECTION IIIA

A STATISTICAL ANALYSIS OF THE DAVIS FACULTY: COMPOSITION, PROMOTIONS, AND HIRING PRACTICES

Susan McKillop
Mary Regan
Robert Glock
John Uribarri
Zoe McCandless Lila Chelton



THE DAVIS FACULTY
Winter 1972

Introduction

The study of the position of academic women at the University of California, Davis, is divided into three parts:

1. A description of the male-female composition of the Davis faculty in 1971-72 by rank, based upon the Winter 1972 Academic Senate membership list for the upper academic ranks, Assistant, Associate and Full Professor, and a November 1971 computer printout of departments by rank and average salary provided to the Task Force by the Office of Planning and Analysis for the lower ranks, Lecturer, Supervisor, Associate-In. This section also includes a study of the distribution of men and women on the faculty, 1962-1971.

2. A ten-year study by campus and by college of male-female promotional patterns to tenured rank (Associate or Full Professor) and to equibalent (Lecturer with permanency of employment; Supervisor or Associate Supervisor; various permanent research ranks). These data were compiled from the annual promotion lists published in the University Bulletin, 1962-1971. The "rank" or "equivalent rank" were determined by the presence of names in the records of the Academic Senate and further consultation of departmental listings in the UCD catalogs for those names absent from the Academic Senate lists.

3. A study of the position of women in 24 representative academic units distributed in the following areas: Humanities (History, Art, Philosophy, English, Foreign Languages); Social Science (Anthropology, Sociology, Political Science, Psychology, Economics); Science (Botany, Chemistry, Zoology, Mathematics, Physics); Agricultural and Environmental Sciences (Biochemistry-Biophysics, Food Science, Applied Behavioral Science, Animal Science, Agricultural Economics); and the Professions

(Medicine, Education, Law, Engineering). These units were selected to achieve a wide distribution within the faculty and to represent, where possible in light of that distribution, departments with large student enrollments. Effort was made to see that the sample was a fair representation of the position of women on the faculty; if there is any bias in the choice of samples, it is in the direction of a more favorable impression than Academic Senate women actually experience, for the overall percent of women holding senate titles in this sample exceeds that of the campus as a whole, with 5.5% women faculty in the sample compared to 4.6% women faculty at Davis. The 24 academic units account for 63.4% of the entire Academic Senate faculty, 76.1% of all Senate women, and 62.8% of all Senate men.

The data on the 24 academic units include the male-female faculty mix, the male-female student mix (including degrees granted), some data on student support (Teaching Assistantships, Fellowships), a ten-year analysis of the initial hiring practices; and an analysis of national PhD production in each field for the periods 1969-70 and 1963-70 as well as the production at the five top-rated schools (where ratings were available) for like periods.

Data were obtained from a variety of sources which are specifically indicated for each of the tables. In general, the sources are: the Winter 1972 Academic Senate membership list, the Academic Senate membership lists 1966-67 to 1971-72; the computer printout of departments by rank and average salary (November 1971) provided to the Task Force by the office of Planning and Analysis; UCD Catalogs 1962-1971; information supplied by the Registrar's Office, the Graduate Division, the Dean of Admissions, School of Law, School of Medicine, and the Office of Financial Aids; 1962 to 1970 editions of U.S.O.E. Earned Degrees Conferred. National data on Art Departments (which do not require the Ph.D. for practice faculty) were obtained from the College Art Association.

This study has benefitted from the helpful cooperation of most bodies approached for information. It could not have been completed in its present form without the generous assistance of the Office of the Davis Division of the Academic Senate and of the Office of Planning and Analysis, both of which made instantly available the statistical data requested. We are indebted to Doris McKnight, Mary Aldrin and Lucy Sells for patient searching of records, advice, and expertise. We also are grateful to Orville Thompson, Chairman of Applied Behavioral Sciences, for his support.

1. The Faculty

In the winter of 1972, 95.4% of the Academic Senate members at Davis were male. Furthermore, the 4.6% who were female were concentrated in the lower ranks. Ninety-seven and six-tenths percent of the full Professors, 95.1% of the Associate Professors, and 93.0% of the Assistant Professors were men.

Table 1

UCD Academic Senate Membership

Winter 1972

(N=995)

Rank	♂	♀	Total	% ♂	% ♀
Professor	490	12	502	97.6	2.4
Associate	192	10	202	95.1	4.9
Assistant	251	19	270	93.0	7.0
Lecturer with Permanency	7	3	10	70.0	30.0
Faculty in Residence	9	2	11	81.8	18.2
Total	949	46	995	95.4	4.6

Source: Academic Senate membership list, Winter quarter 1972

On the Academic teaching Staff (non-ladder, non-Senate positions), however, women fared better: only 76.7% of these positions were held by men. Approximately 60% of the women in teaching positions had non-ladder classifications (Lecturer, Supervisor, Associate-In), although only 20% of the men were in non-ladder ranks.[1]

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[1] The overall percentage of men in the teaching ranks (Academic Senate and Academic Staff) in the winter of 1972 was 91.5% (1153 ♂, 107 ♀ = 1260). The overall representation of women, thus, was 8.5%.

Table 2

UCD Academic Staff (teaching)

(N=275)

	♂	♀	Total	% ♂	% ♀
Acting Assistant Professor	18	2	20	90.0	10.0
Instructor	1	0	1	100.0	0.0
Lecturer*	113	37	150	75.3	24.7
Associate-In	55	16	71	77.5	22.5
Supervisor	24	9	33	72.7	27.3
Total	211	64	275	76.7	23.3

* Includes Lecturer with permanency.

Source: Computer print-out of Departments by Rank and Average Salary, November, 1971

There is a disproportionate tendency at Davis to place women in categories that do not lead to tenure and do not generally provide access to research funds, sabbatical leaves or other facilities which are vital to scholarly careers. Furthermore, persons holding Academic Staff teaching positions tend to have heavier teaching loads than those with Academic Senate rank, and they therefore have greater difficulty in pursuing other scholarly endeavors such as research and publication.

Women in ladder positions are located in only a few scholarly areas in the College of Agricultural and Environmental Sciences. They are found primarily in fields traditionally thought to be female: Applied Behavioral Sciences (which includes Child Development and Design), Consumer Sciences, and Nutrition, all of which are outgrowths of the former Department of Home Economics. These three departments account for 62.5% of the women in ladder positions in the College.

Women with teaching positions in Agriculture are almost three times more likely to be Academic Staff than are men with teaching positions, 44.8% compared to 15.1%.

Table 3a

The College of Agricultural and Environmental Sciences

UCD Academic Senate Membership

Winter 1972*

Department	Professor		Associate Professor		Assistant Professor		Lecturer with Permanency		Total		% Women
	♂	♀	♂	♀	♂	♀	♂	♀	♂	♀	
Agricultural Economics	12	1	2	0	5	0			19	1	5.0
Agricultural Engineering	11	0	3	0	3	0			17	0	0.0
Agronomy	13	0	1	0	1	0			15	0	0.0
Animal Science	14	0	3	0	4	0			21	0	0.0
Animal Physiology	5	0	1	1	3	0			9	1	10.0
Applied Behavioral Science	5	1	0	2	6	3			11	6	35.3
Avian Science	6	1	3	0	0	0			9	1	10.0
Biochemistry and Biophysics	7	0	3	0	2	1			12	1	7.7
Consumer Science	1	1	0	0	3	0			4	1	20.0
Entomology	8	0	4	0	1	0			13	0	0.0
Environmental Studies	0	0	0	0	7	0			7	0	0.0
Environmental Horticulture	5	0	5	0	0	0			10	0	0.0
Environmental Toxicology	2	0	0	0	1	0			3	0	0.0
Food Science	18	0	2	1	3	0			23	1	4.2
Genetics	3	0	3	0	2	1			8	1	11.1
Nutrition	1	1	0	1	1	1			2	3	60.0
Nematology	4	0	0	0	0	0			4	0	0.0
Plant Pathology	10	0	2	0	1	0			13	0	0.0
Pomology	9	0	1	0	0	0			10	0	0.0
Soils	6	0	2	0	1	0			9	0	0.0
Veg. Crops	9	0	2	0	0	0			11	0	0.0
Viticulture and Enology	10	0	1	0	0	0			11	0	0.0
Water Science	8	0	3	0	0	0			11	0	0.0
Total	167	5	41	5	44	6			252	16	6.0
% Female	29.0%		10.9%		12.0%				6.0%		

* Individuals with joint appointments counted only once, the department given in accordance with the Academic Senate membership listing.

Table 3b
The College of Agricultural and Environmental Sciences
Teaching Academic Staff
November 1971

Department	Acting Assistant Professor		Lecturer*		Associate-In		Supervisor		Total		% Women
	♂	♀	♂	♀	♂	♀	♂	♀	♂	♀	
Agricultural Economics	0	1	0	1					0	2	100.0
Agricultural Engineering			2	0					2	0	0.0
Agronomy			5	0					5	0	0.0
Animal Science									0	0	-
Animal Physiology	1	0	1	0					2	0	0.0
Applied Behavioral Science			8	5			1	1	9	6	40.0
Avian Science									0	0	-
Biochemistry and Biophysics					1	0			1	0	0.0
Consumer Science			0	3					0	3	100.0
Entomology			1	0					1	0	0.0
Environmental Studies			1	0					1	0	0.0
Environmental Horticulture									0	0	-
Environmental Toxicology									0	0	-
Food Science			2	0					2	0	0.0
Genetics									0	0	-
Nutrition			0	1					0	1	100.0
Nematology			2	0					2	0	0.0
Plant Pathology			1	0					1	0	0.0
Pomology			8	1					8	1	11.1
Soils			4	0					4	0	0.0
Veg. Crops			3	0					3	0	0.0
Viticulture and Enology									0	0	-
Water Science			4	0					4	0	-
Total	1	1	42	11	1	0	1	1	45	13	22.4
% Female	50.0%		20.8%		0.0%		50.0%		22.4%		

*Includes Lecturers assigned to teaching with and without permanency of employment.

In the College of Letters and Science, Senate women are located in four areas. English (5♀), Botany (2♀), the foreign languages (5♀) and Sociology (3♀) account for 68.2% of the Academic Senate females in L and S.

Table 4A

The College of Letters and Science

UCD Academic Senate Membership

Winter 1972

Department	Professor		Associate Professor		Assistant Professor		Lecturers with Permanency		Total		% Women
	♂	♀	♂	♀	♂	♀	♂	♀	♂	♀	
American Studies	0	0	1	0	2	0			3	0	0.0
Black Studies	0	0	0	0	0	0			0	0	0.0
Anthropology	4	0	1	0	7	1			12	1	7.7
Art	5	0	4	0	3	0	1	0	13	0	0.0
Bacteriology	4	0	2	0	2	0			8	0	0.0
Botany	9	1	4	1	5	0			18	2	10.0
Chemistry	11	0	7	0	7	0			25	0	0.0
Dramatic Arts	3	0	2	0	2	0	1	0	8	0	0.0
Economics	7	0	2	0	6	0			15	0	0.0
Education	3	0	2	0	3	1	1	0	9	1	10.0
English	6	3	8	1	4	1	1	0	19	5	20.8
French & Italian	3	1	0	0	6	1	0	1	9	3	25.0
Geography	3	0	0	0	3	0			6	0	0.0
Geology	5	0	2	0	3	0	1	0	10	0	0.0
German & Russian	1	1	4	0	7	0	1	1	13	2	13.3
History	16	0	6	0	6	0			28	0	0.0
Mathematics	13	0	12	0	11	0			36	0	0.0
Military Science	1	0	3	0	2	0			6	0	0.0
Music	4	0	1	1	2	0	1	0	8	1	11.1
Philosophy	3	1	2	0	4	0			9	1	10.0
Physical Ed.	3	0	2	0	1	0			6	0	0.0
Physics	7	0	5	0	5	0			19	0	0.0
Political Science	9	0	4	1	8	0			20	1	4.8
Psychology	4	0	7	0	7	1			19	1	5.0
Rhetoric	1	0	2	0	2	0			5	0	0.0
Sociology	5	0	3	0	3	3			11	3	21.4
Spanish & Classics	4	0	3	0	6	0			13	0	0.0
Zoology	11	0	2	0	6	1			19	1	5.0
Total	144	7	92	4	124	9	7	2	367	22	5.7
Ladder Ranks Only									360	20	5.6
% Female	4.9%		4.3%		7.3%		22.2%				

Table 4b
The College of Letters and Science
Teaching Academic Staff
November 1971

Department	Acting Assistant Professor		Lecturer*		Associate-In		Supervisor		Total		% Women
	♂	♀	♂	♀	♂	♀	♂	♀	♂	♀	
American Studies					1	0			1	0	0.0
Black Studies			1	1					1	0	0.0
Anthropology	3	0	4	1	1	0			8	1	11.1
Art	1	0	6	1					7	1	12.5
Bacteriology			0	1			1	0	1	1	50.0
Botany			4	0			1	0	5	0	0.0
Chemistry			2	4	4	1			6	5	45.5
Dramatic Arts	1	0	3	1					4	1	20.0
Economics	2	0	0	0	5	0			7	0	0.0
Education			1	0			8	4	9	4	30.8
English	5	0	3	2	5	2			13	4	23.5
French & Italian	1	0	0	3	2	4			3	7	70.0
Geography	1	0	1	0					2	0	0.0
Geology			2	0					2	0	0.0
German & Russian			1	1	5	4			6	5	45.5
History			1	0	7	0			8	0	0.0
Mathematics			1	1	2	0			3	1	25.0
Music			2	0	1	1			3	1	25.0
Philosophy					1	0			1	0	0.0
Physical Ed.			1	0	1	0	12	4	14	4	22.2
Physics			4	0					4	0	0.0
Political Science	0	1	2	1					2	2	50.0
Psychology	1	0	4	1	0	2			5	3	37.5
Rhetoric			3	2					3	2	40.0
Sociology			2	1	1	0			3	1	25.0
Spanish & Classics	1	0	2	1					3	1	25.0
Subject A					11	2	1	0	12	2	14.3
Zoology			2	0	5	0			7	0	0.0
Total	16	1	52	21	52	16	23	8	143	46	24.3
% Female	5.9		28.8		23.5		25.8		24.3		

* Includes Lecturers assigned to teaching with and without permanency of employment.

There is probably historical reason for the presence of women in English, where four-fifths of them were already employed two decades ago, when the Department's primary function was to service the science and agriculture curricula. In Botany, a successful experience with a distinguished woman professor in the '50's may have paved the way for other women. The foreign languages and Sociology are fields with high female student enrollments, both locally and nationally (see Table 11 where these academic units are studied in depth). Physical Education has also been recognized as "Women's territory," where four women have persevered, although all of them are in non-Senate Academic Staff ranks (Supervisors), two of the four with permanency of employment. The entire remainder of the College is represented by only 7 other Senate women. In Letters and Science women are 2-1/2 times more likely to hold Academic Staff positions than men (68.1% vs. 28.2%).

The School of Veterinary Medicine employs three women with Senate membership, although none of them are in tenured professorial ranks.

Table 5a
The Professional Schools and Colleges
UCD Academic Senate Membership
Winter 1972

School or Department	Professor		Associate Professor		Assistant Professor		Lecturer with Permanency		Total		% Women
	♂	♀	♂	♀	♂	♀	♂	♀	♂	♀	
Veterinary Medicine											
Anatomy	3	0	2	0	1	0			6	0	0.0
Clinical Pathology	3	0	1	0	1	0			5	0	0.0
Clinical Science	12	0	8	0	8	0	0	1	28	1	3.4
Epidemiology & Preventive Med.	7	0	1	0	3	1			11	1	8.3
Pathology	4	0	1	0	2	0			7	0	0.0
Physical Science	6	0	5	0	5	0			16	0	0.0
Veterinary Microbiology	8	0	1	0	2	1			11	1	8.3
	43	0	19	0	22	2	0	1	84	3	3.4%
Medicine	49	0	22	1	39	2	8*	2*	118	5	4.1%
Law	22	0							22	0	0.0%
Engineering											
Applied Science	4	0	2	0	3	0	1*	0*	10	0	0.0
Chemical	2	0	1	0	3	0			7	0	0.0
Civil	4	0	5	0	5	0			14	0	0.0
Electrical	4	0	5	0	7	0			16	0	0.0
Mechanical	8	0	5	0	4	0			17	0	0.0
	22	0	18	0	22	0	1*	0*	63	0	0.0%

* Faculty in Residence

Table 5b
The Professional Schools & Colleges
Teaching Academic Staff
November 1971

School or Department	Acting Assistant Professor		Lecturer		Associate-In		Instructor		Total		% Women
	♂	♀	♂	♀	♂	♀	♂	♀	♂	♀	
Veterinary Medicine											
Anatomy									0	0	-
Clinical Pathology			1	0					1	0	0.0
Clinical Science			1	2					1	2	75.0
Epidemiology & Preventive Med.	1	0	2	0					3	0	0.0
Pathology									0	0	-
Physical Science									0	0	-
Veterinary Microbiology									0	0	-
	1	0	4	2					5	2	28.6
Medicine			5	2			1	0	6	2	25.0
Law			1	1					1	1	50.0
Engineering											
Applied Science			9	0					9	0	0.0
Chemical									0	0	-
Civil					1	0			1	0	0.0
Electrical					1	0			1	0	0.0
Mechanical									0	0	-
			9	0	2	0			11	0	0.0

Nor have women fared well in the School of Medicine, which has grown to 123 Academic Senate positions since the arrival of its first faculty member in 1966. Among these, 118 are men and 5 are women. Only one of these women is tenured; two of them are non-tenured regular faculty; the other two are Faculty in Residence, that is, hired on soft money, with Academic Senate membership, but without the right to accrue time toward sabbatical leave or tenure. Thus, forty percent of the women in Medicine are in a position of being "second-class citizens"; only 7% of the men are in like status. In the time that Medicine has hired 71 men with tenure, it has hired one woman with tenure.

At this writing, the Law School employs one half-time female lecturer who does not have Academic Senate status.

Engineering, with a faculty of 63, employs no women in either Academic Senate or Academic Staff positions.

Table 6a
Summary of the UCD Academic Senate Membership
By Colleges and Schools
Winter 1972
(N=995)

Academic Unit	Professor		Associate Professor		Assistant Professor		Lecturer with Permanency		Faculty in Residence		Total		% Women
	♂	♀	♂	♀	♂	♀	♂	♀	♂	♀	♂	♀	
Agriculture	167	5	41	5	44	6					252	16	6.0
Letters & Science	144	7	92	4	124	9	7	2			367	22	5.7
Engineering	22	0	18	0	22	0			1	0	63	0	0.0
Law	22	0									22	0	0.0
Veterinary Medicine	43	0	19	0	22	2	0	1			84	3	3.4
Medicine	49	0	22	1	39	2			8	2	118	5	4.1
Emeritus	43	0									43	0	0.0
Total	490	12	192	10	251	19	7	3	9	2	949	46	
% Women	2.4%		4.9%		7.0%		30.0%		18.1%		4.6%*		

* Ladder ranks only (N=974) - 933 ♂, 41 ♀ = 4.2% female.

Table 6b
Summary of UCD Academic Teaching Staff
by Colleges & Schools
November 1971
(N=275)

Academic Unit	Acting Assistant Professor		Instructor		Lecturer		Associate-In		Supervisor		Total	
	♂	♀	♂	♀	♂	♀	♂	♀	♂	♀	♂	♀
Agriculture	1	1			42	11	1	0	1	1	45	13
Letters & Science	16	1			52	21	52	16	23	8	143	46
Engineering	0	0			9	0	2	0			11	0
Law	0	0			1	1	0	0			1	1
Veterinary Medicine	1	0			4	2	0	0			5	2
Medicine	0	0	1	0	5	2	0	0			6	2
Total	18	2	1	0	113	37	55	16	24	9	211	64
% Women	10.0%		0.0%		24.7%		22.5%		27.3%		23.3%	

The percentage of women in the Academic Senate has not increased over the past decade, the period of greatest growth of the Davis Campus. In the winter of 1972, the representation of women in Senate ranks was only 0.5% higher than it was in 1962-3, 4.6% vs. 4.1%). This increase is due primarily to addition of two "second-class status" categories to Senate membership: Lecturers with permanency of employment and Faculty in Residence. Without these two new categories, the Senate is in fact approximately at the level of 20 years ago (4.2% vs. 4.3%). The overall average for the last five years was exactly the same as the base figure for 1962-3: 4.1%. Essentially, then, the representation of women on the faculty has remained unchanged. Since 1962-3, the maximum fluctuation in either direction was only a half percent.

Table 7a

Academic Senate Teaching Faculty

1962-63 to 1971-72

	Men	Women	% Men	% Women
1971-72				
Professor	490	12	97.6	2.4
Associate	192	10	95.1	4.9
Assistant	251	19	93.0	7.0
Lecturer*	7	3	70.0	30.0
Fac. in Res.	9	2	81.8	18.2
Subtotal	949	46	95.4	4.6
1970-71				
Professor	455	12	97.4	2.6
Associate	189	11	94.5	5.5
Assistant	227	14	94.2	5.8
Subtotal	871	37	95.9	4.1
1969-70				
Professor	407	11	97.4	2.6
Associate	185	11	94.4	5.6
Assistant	237	14	94.4	5.6
Subtotal	829	36	95.8	4.2
1968-69				
Professor	367	8	97.9	2.1
Associate	168	7	96.0	4.0
Assistant	217	14	93.9	6.1
Subtotal	752	29	96.3	3.7
1967-68				
Professor	317	8	97.5	2.5
Associate	144	6	96.0	4.0
Assistant	197	13	93.8	6.2
Subtotal	658	27	96.1	3.9
1966-67				
Professor	292	7	97.7	2.3
Associate	150	7	95.6	4.4
Assistant	199	12	94.3	5.7
Subtotal	641	26	96.1	3.9

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*Lecturer includes only those with Academic Senate status: Lecturers with permanency of employment, became members of the Senate in 1971-72.

Table 7a (cont'd.)

	Men	Women	% Men	% Women
1965-66				
Professor	266	6	97.6	2.4
Associate	152	7	95.6	4.4
Assistant	184	13	93.4	6.6
Subtotal	602	26	95.9	4.1
1964-65				
Professor	227	6	97.4	2.6
Associate	132	6	95.7	4.3
Assistant	153	13	92.2	7.8
Subtotal	512	25	95.4	4.6
1963-64				
Professor	224	6	97.4	2.6
Associate	118	5	96.0	4.0
Assistant	144	12	92.3	7.7
Subtotal	486	23	95.5	4.5
1962-63				
Professor	190	6	96.9	3.0
Associate	110	5	95.7	4.3
Assistant	122	7	94.6	5.4
Subtotal	422	18	95.9	4.1
TOTAL	6721	293	95.8	4.2

* Source: Academic Senate membership lists.

From this evidence, we must conclude that the discriminatory patterns indicated by the present faculty distribution are not recent; they have existed for a long time and are presumably a function, knowingly or unknowingly, of persisting faculty attitudes (Section IV).

Table 7b

Academic Senate Teaching Faculty

1952-53

	Men	Women	% Men	% Women
Professor	62	3	95.1	4.9
Associate	56	1	98.2	1.8
Assistant	75	2	97.4	2.6
Instructor	27	4	87.1	12.9
Total	220	10	95.7	4.3

Source: Academic Senate membership list.

The proportion of women in Academic Senate positions at Davis is strikingly similar to those found at Berkeley (by the subcommittee on the Status of Women, appointed by the Berkeley Academic Senate Committee on Senate Policy). As is shown in the table below, the data on the present composition of the Davis faculty vary little from the data published in the Berkeley report (p. 25, Table IV-I).

Table 8

Representation of Men on the Davis and Berkeley Faculties:

Percentages Compared

Rank	Davis (1972)	Berkeley (1969-70)	Difference
Professor	97.6	97.7	+0.1
Associate	95.1	94.7	-0.4
Assistant	93.0	95.0	+2.0
Academic Staff	76.7	72.5	-4.2

Source: Davis: Tables 1 and 2; Berkeley: Report of the Subcommittee on the Status of Academic Women on the Berkeley Campus, May 1970.

These data show that Davis has been slightly more receptive to women at the Assistant Professor rank, but has not bettered Berkeley's record in the tenure ranks nor at the Academic Staff level. Furthermore, the stable pattern of male-female representation found at Davis over time is paralleled by similar longitudinal stable patterns at Berkeley. In light of these findings, many of the conclusions of the Berkeley report should be considered applicable to Davis.

Summary of Findings

1. Women are under-represented on the faculty at the University of California at Davis.

2. UCD women faculty seldom attain ladder ranks.

3. Women are placed predominantly in Academic Staff teaching positions. The University evidently considers women to be qualified and able to teach, but does not consider them qualified to hold "status positions."

4. Women faculty are concentrated in a few areas, primarily those which have long been stereotyped as acceptable fields for women. Many departments have no women faculty.

5. The overall patterns of sex distribution have persisted unchanged for at least twenty years in spite of the extraordinary expansion of the Davis campus and the substantial modification of its goals during that period.

6. The discriminatory patterns identified at Davis are remarkably similar to those found at Berkeley, both in the present and the longitudinal faculty distributions.

2. PROMOTIONS

The promotional structure lies at the heart of the problem being considered in this report, for the granting or withholding of tenure and the distribution of other rewards function as perhaps the chief means by which authority is maintained and preferred values are perpetuated. One of these values seems to be the perpetuation of a faculty membership which is predominately male.

In the University of California system, secrecy marks nearly every stage of the promotion procedure; information on a candidate passes upwards through a series of doors opening in only one direction, in which the candidate usually, and the department chairman often, cannot find out the nature or underlying reasons for the actions in the levels above.[1] But the promotional procedures, however obscure, do much to reinforce the inequalities already evident at the hiring level.

Where women receive promotion: The "female" areas. Women are present and have persevered in fields generally conceded to be "female": those related to Home Economics, women's Physical Education, and those with a historical reason at Davis to contain women, such as English and Botany. In the College of Letters and Science, the foreign language departments (combined for purposes of this study) also have two tenured women and two female permanent Lecturers. In the winter of 1972, there were only three other women with tenure in L & S (Philosophy, Music, Political Science).

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[1] For an identification and evaluation of the Academic Senate procedures used in the promotion and retention of faculty at Berkeley, see the recent study by T. R. McConnell, The Faculty in University Governance, Berkeley 1971. McConnell reports that women at Berkeley are inadequately represented on Academic Senate personnel and policy-making committees, (27 ff) including the restrictively-selected Budget Committee which substantively determines the promotions and retention of individual faculty members (p. 30). He further notes that the consequences of secrecy and non-accountability in the Academic Senate operations are important questions to be considered (pp. 40, 41). "Berkeley had no effective appeal procedures for persons who had been denied promotion, tenure, or merit increases. Indeed, the personnel process was so confidential at Berkeley that the individual often had to guess at the reasons for his failure to advance," (p. 41). Additional discussion of oligarchic behavior and secrecy in Berkeley Academic Senate matters is given by K. P. Mortimer, Academic Government at Berkeley, the Academic Senate, Berkeley 1970, 111ff; 161ff.

In the College of Agricultural and Environmental Sciences, most women are found in the outgrowths of the former Department of Home Economics. Only four tenured women are in other fields, although two of the four are in disciplines contingent to Home Economics concerns: Food Science and consumer studies in Agricultural Economics. The one faculty woman in the Law School teaches family law. From this data, it appears that the faculty is less troubled by female colleagues in areas they consciously or unconsciously concede to be "properly female."

Where women receive promotion: analysis of the Colleges and Schools. Promotions to tenure have been achieved by women only in the Colleges of Letters and Science and in Agricultural and Environmental Sciences. We analyzed the promotions to Associate and Full levels over a ten-year period, 1962-3 to 1971-2 (Table 9). Our source, the lists published in the University Bulletin, contained the most complete and accurate data readily available, although it presented some problems: (1) persons promoted at odd times were not included and (2) these lists combined professorial titles with the equivalent titles which did not bestow Academic Senate membership benefits. Comparison of promotion and Senate membership lists allowed professorial titles to be identified.

The College of Letters and Science. In L & S, only 5 women, as contrasted to 211 men, were promoted in the professorial ranks during the ten year period. Three women and 17 men were promoted to equivalent ranks (Lecturer with permanency of employment, Supervisor or Associate Supervisor, various research titles). This means that 92.5% of male promotions were in the professorial ranks while only 62.5% of the female

Table 9

MALE AND FEMALE PROMOTIONS TO FULL AND ASSOCIATE PROFESSOR

1962-63 to 1971-72

	Men	Women	% Men	% Women
1971-72				
Professor	25	0	100.0	.0
Associate	22	0	100.0	.0
Subtotal	47	0	100.0	.0
1970-71				
Professor	32	0	100.0	.0
Associate	27	1	96.4	3.6
Subtotal	59	1	98.3	1.7
1969-70				
Professor	31	0	100.0	.0
Associate	33	4	89.2	10.8
Subtotal	64	4	94.1	5.9
1968-69				
Professor	19	1	95.0	5.0
Associate	36	2	94.7	5.3
Subtotal	55	3	94.8	5.2
1967-68				
Professor	33	1	97.1	2.9
Associate	29	0	100.0	.0
Subtotal	62	1	98.4	1.6
1966-67				
Professor	21	2	91.3	8.7
Associate	22	1	95.7	4.3
Subtotal	43	3	93.5	6.5
1965-66				
Professor	17	0	100.0	.0
Associate	12	1	92.3	7.7
Subtotal	19	1	95.0	5.0
1964-65				
Professor	10	0	100.0	.0
Associate	21	0	100.0	.0
Subtotal	31	0	100.0	.0
1963-64				
Professor	17	0	100.0	.0
Associate	13	0	100.0	.0
Subtotal	30	0	100.0	.0
1962-63				
Professor	15	0	100.0	.0
Associate	19	1	95.0	5.0
Subtotal	34	1	97.1	2.9
TOTAL				
Professor	220	4	98.2	1.8
Associate	234	10	95.9	4.1
	454	14	97.0	3.0

* Source: Promotion lists published annually in the University Bulletin.

promotions were professorial. Said another way, only 7.5% of the men promoted were in the less-prestigious equivalent series, while 37.5% the women belonged to this group.

The College of Agricultural and Environmental Sciences. In A. & E.S., 9 women, as contrasted to 149 men, were promoted in the professorial ranks. One woman and 42 men were advanced in the equivalent title series. In this college, 9 of the 10 women promoted were in professorial titles (90.0%) while 149 of the 191 men were professorial (78.0%).

A comparison of the statistics drawn from the two colleges suggests that A. & E.S. has been receptive and fair in its promotional practices, although the overall representation of women in A. & E.S. is still low.

The other Schools. During the same ten-year period, the School of Veterinary Medicine made 49 promotions (48 to rank and 1 to equivalent). All of these promotions were men.

The School of Engineering, which promoted 31 individuals, employs no women. The School of Medicine, being relatively new, had promoted only 10 of its 123 faculty by the time the 1971-72 lists were published. All of these were men and one of them was in equivalent title. The Law School, which promoted 1 man, contains no tenured women as of this writing.

The portion of women in the tenure procedures. To receive tenure status, a person must be hired at tenure or receive a favorable decision from the combined input of the tenured faculty in the department, the secret ad hoc committee, and the Budget Committee; the Budget Committee is technically able to overturn decisions made at lower levels. In practice, however, it is almost impossible to find a negative judgment at the department level overturned by superior jurisdiction. Consistent department support is needed at each in-step level of pre-tenure employment if the candidate is to be promoted successfully. If it has been withheld at any early stage, extraordinary support from the department and the department chairman is required when the tenure decision is made, if the candidate is to survive. It is important, then, to ask whether support is given equally to men and women in the early years upon which survival depends.

Data gathered in 1970-71 (Section IIIB) identified 13 women who had been employed in L & S on a non-tenured basis and had served in the University for five years or more, long enough to allow evaluation of their promotional rates. These women were found in eight departments. To determine whether or not the males and females in these departments were promoted according to the same standards, the promotional histories of the 13 women and the 71 men employed on a non-tenured basis and who had served for at least 5 years in the same eight departments were examined. The positions of the men and women at the end of five years' service were compared. For purposes of analysis, an incremental weighting of 1 through 11 was given to the various in-step positions[1], and group means and standard deviations were computed for the two groups. The mean score for women was found to be 4.8 -- that is, in the latter part of Assistant Professor, Step II -- while that of the men was 6.8, or in the latter part of Assistant Professor, Step III. The standard deviations in both cases were the same: 2.5. In a less refined categorization, the data were grouped into four categories and weighted incrementally.[2] The mean, median and mode for each group were determined. The mean and median for women were found in Step II while those for men were found in Step III. The modal group for women was found in Step I although the mode for men was in Step II. In each case, then, the answer was the same; the mean, median and mode all disclosed that women were disadvantaged: as a group, they were one full step below the comparable male group. In practical terms, the women were two years behind the men at the end of five years' service. They were denied equal salary and placed in a weakened position for the jump to tenure, which must be accomplished at most by the seventh year if it is to be accomplished at all.

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[1] The categories and weightings were: Instructor (1); in Step I (2); completed Step I (3); in Step II (4); completed Step II (5); in Step III (6); completed Step III (7); in Step IV (8); in Step V (9); Associate Professor Step I (10); Above (11).

[2] The categories and weightings were: completion of Step I (1); completion of Step II (2); completion of Step III (3); Step IV and above (4).

From these data, it is apparent that the eight integrated departments (all of which were willing to hire women in ladder positions) have not advanced their women as vigorously as their men. This fact is even more telling when it is considered in light of the comparable qualifications these women presented at hiring (Section IIIB). Because the women were a rank lower than they should have been, they were placed in double jeopardy; not only was it probably more difficult for them to gain favorable department and *ad hoc* committee evaluations, but also they required unusual support at the "eleventh hour" in order to receive the larger than normal advancement necessary to survive.

Female prospects of academic job security. One of the most elusive aspects of a study of promotional practices is that of flow -- the turnover of non-tenured faculty members. But this information is needed if one wishes to test whether Davis is another example of the often-heard accusation that higher education is "a revolving door for women." Does Davis "move its women on" in disproportion to its rejection rate for men? There is, of course, no way to learn the circumstances of faculty departures, whether they are for "better positions" or in response "to the handwriting on the wall." But one can learn something about the flow of faculty by following the careers of all non-tenured faculty present in a given year. This method was tried.

Our base consisted of all individuals holding non-tenure ladder positions in 1964-65. These individuals were followed through seven years either to tenure or departure. The year 1971-72 was the latest year in which promotion or departure should normally account for everyone in the group. A count of the Assistant Professor listings in the 1964-65 catalog produced 200 names, and at this writing, 12 persons (11 men and 1 women) remain in the current Academic Senate list as Assistant Professors in their eighth, mandatory terminal year. For them to survive, a last-minute reprieve is required.

When the careers of the 200 non-tenured faculty were followed to tenure or to departure, the following facts were found: 103 of them received Associate Professorships at UCD (97 men and 6 women) -- more than half of the total. But the tenure was disproportionately granted. Figures show that 53.2% of the men survived the tenure hurdle (97 of 182) while only 33.3% of the women survived (6 out of 18). Two other women (11.1%) were "saved" by being given Lecturer positions, although not one of the men was assigned this secondary status. Nine women failed to survive at all and one is still in limbo. Non-tenured women in 1964-65 had only one chance in three to become Associate Professors in the usual seven years, while non-tenured men had better than a fifty-fifty chance for the same reward.

While higher education at Davis may not be "only a revolving door for women," it revolves considerably more often for them than for men.

The cost to women of hiring and promotional patterns at Davis. Women are underrepresented in the Colleges and Schools. To examine the consequences of hiring and promotional patterns, comparisons were made between the available pool of qualified women[1] and their actual representation in the Colleges and Schools. The patterns of the College of Letters and Science may be used as an example.

In 1969-70, the latest year for which USOE statistics on national Ph.D. production are available, the disciplines represented by 23 of the 24 L & S departments[2] produced 11, 575 male doctorates and 1,926 female doctorates, a total of 14.3% female Ph.D. recipients.[3] On the basis of 14.3%, if hiring and promotions were equal to the available pool of doctorates, one would expect to find approximately 54 women on the L & S Academic Senate ladder faculty, which totalled 380 in 1971-72. In fact, there were only 20. Only 7 women were full professors although 22 should have been expected in a faculty of 151 full professors. One would also have expected to find 14 women among the 96 associate professors; instead we find four. Promotion and hiring procedures have provided a L & S faculty of slightly more than a third of what minimal non-discriminatory practices should have assured in the year 1971-72 based on a vertical representation of 14.3% (20 instead of 54).

Since advanced professorships in 1971-72 rely on Ph.D. production earlier than 1969-70, an examination was made of Ph.D. recipients during the preceding years: 1964-65, the latest year in which a degree recipient might normally be expected to have attained the Associate

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[1] National figures for earned doctorates conferred all fields by sex of recipient, 1920-1970, are given in Appendix 15.

[2] This total excludes Military Science and combines the foreign languages. American Studies program is included because full appointments have been assigned to it. Other programs have not been included because all members belong jointly to departments and are enumerated there. Because of the method of USOE reporting, statistics on Art were not included.

[3] National figures for earned doctorates conferred, disciplines represented by 23 departments are given in Appendix 16.

Professor rank; and 1957-58, a year in which normal advancement should have resulted in a Full Professorship. As is shown in Table 10, one would expect 16 Full Professors, 11 Associate Professors, and 19 Assistant Professors, at a minimum, when these figures are projected on the pertinent available pools for each level. For example, based on the 1957-58 available pool of doctorates, 10.8% of the present Full Professors would be women if hiring and promotional practices had not been affected by other factors. On such a prorated base, the present Letters & Science faculty would contain 27 tenured women, almost 2-1/2 times the present actual figure of 11. Furthermore, college-wide hirings and promotions would have produced a Letters & Science faculty containing 46 women, a figure more than twice the actual representation of 20.

Similar computations could easily be made for the other Colleges and Schools.

Table 10

Expected 1971-72 Female Faculty Representation, College of Letters & Science Projected On the Pertinent Available Pools of Doctorates*

	L & S Faculty Total	L & S Women Actual Faculty 1971-72	[1957-58 base] Women Expected @ 10.8%	[1964-65 base] Women Expected @ 11.5%	[1969-70 base] Women Expected @ 14.3%
Professor	151	7	16	17	22
Associate	96	4	11	11	14
Assistant	133	9	14	15	19
Total Faculty	380	20	41	44	54

* Ns are given in Appendix 15.

Summary of Findings

1. Promotions and hirings are predominately made in the areas generally conceded to be female.
2. A higher proportion of women than men are shunted into Academic Staff positions with permanency of employment.
3. Depressed levels of hiring and the lack of early in-step advancements -- both factors over which the departments have considerable control -- are mechanisms by which women have been placed in a disadvantaged position for the tenure evaluation procedures.
4. Women are less likely to attain job security than men.

3. IN DEPTH STUDY OF 24 ACADEMIC UNITS

The success of faculty women in hiring, promotion, and retention procedures is initially determined by the actions of the particular departments in which the women work. In order to gain a broad but precise picture of the representation of women on the faculty, in terms of obligations under the Executive order 11246 as amended with regard to sex, we examined in depth 24 departments, schools, and colleges, selecting five each from the Sciences, Social Sciences, Humanities, Agricultural and Environmental Sciences, and four from the Professions. The study sample was also selected to contain departments with large student enrollments. The male-female mix was determined for faculty, academic staff, and students (declared majors and graduate students), as well as for teaching assistantships awarded and degrees conferred. The available pool of doctorates was also identified for each pertinent discipline in terms of the national production of PhD's in 1969-70, the national production for the eight year period 1963 to 1970, and the production in 1969-70 by the five top-rated schools as defined by graduate faculty. Against this informational background, we examined the hiring practices of the 24 academic units from 1963 to 1971.

Summaries of the in-depth study of the 24 departments, schools and colleges are shown in Table 11. The data on which these summary tables are based are given below:

Academic faculty - Tables 3a, 4a, 5a, 6a
Academic staff - Tables 3b, 4b, 5b, 6b
Graduates and Undergraduate Majors - Appendix 9
Teaching Assistantships - Appendix 10
Degrees Conferred by Departments, Schools, Colleges - Appendix 11
Available Pool of Doctorates - Appendix 12
College Art Association Statistics for College Art Faculties - Appendix 13
Summary of Hiring Practices - Appendix 14
Hiring Practices - Raw Data in original copy only - Appendix 17

The pictorial graphs for each of the departments in Table 11 illustrate the faculty composition by sex at the various academic levels, the white area (women) superimposed on the speckled area (men); in three cases the women at the academic staff level outnumber the men and the speckled area is superimposed upon the white. In Law, the academic staff consists of one man and one woman and the two coincide exactly.[1] The graphs are all drawn to the same scale, approximately 3/16" for each faculty member.[2] These graphs give visual evidence of the extent to which women are concentrated in (or excluded from) certain departments and illustrates the levels at which they are employed. The data upon which the graphs are based are given in Tables 3, 4, 5 and 6.

The in depth study of 24 Academic units (summarized in Table 11) disclosed that/there is no case among these units in which the percentage of female Academic Senate members exceeds the percentage of undergraduate women. With the exception of Agricultural Economics, there is no case in which the percentage of Academic Senate women exceeds the percentage of women graduate students. With the exception of Agricultural Economics, there is no case in which the Academic Senate women equals or exceeds the potentially available pool of women faculty as defined by the national production of PhD's in 1969-70, the national production 1963-70, or the production of the five pertinent prestige schools in 1969-70.

Department by department counts of faculty members in the Davis catalogs for the period 1963-64 to 1971-72[3] have identified the departments which have been willing to hire women. In ladder ranks (including Acting Assistant Professor), only Botany, Philosophy, Agricultural Economics and Food Science have achieved a female hiring percentage which exceeds the national percentage of women doctorates for the field. Applied Behavioral Science, for which no national figures are available, has also achieved a seemingly adequate female hiring percentage. In the non-ladder ranks (Academic Staff), six departments have exceeded the national percentage of women doctorates: Agricultural Economics, Biochemistry-Biophysics, Chemistry, English, Foreign Languages and Political Science. The Schools of Medicine and Law have hired a greater percentage of women in non-ladder positions than the national production percentage would suggest, based on the first professional degree instead of the PhD.

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[1] This is also true for Sociology at the Assistant Professor level and Political Science at the Academic Staff level.

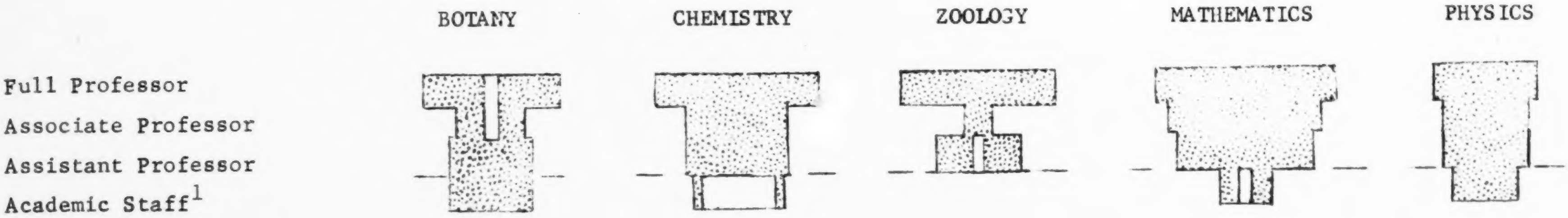
[2] For example, the pictorial representation of the Botany Department indicates one woman at Full (white) and one woman at Associate professor, nine men at Full (speckled), four men at Associate and five men at Assistant professor. Below the line are five men on the academic staff.

[3] Summarized in appendices 14 and 15.

One-third of the academic units studied in depth had no woman in the ladder ranks: Chemistry, Mathematics, Physics, Economics, History, Animal Science, Law and Engineering. Ten units hired no women in non-ladder teaching positions: Botany Zoology, Physics, Sociology, Economics, History, Philosophy, Food Science, Animal Science, Engineering. More than one-fifth the units did not hire any woman in either category, Academic Senate or Academic teaching Staff, during the eight-year period.

Table 11

PERCENTAGES OF WOMEN IN FIVE SELECTED SCIENCE DEPARTMENTS



	BOTANY	CHEMISTRY	ZOOLOGY	MATHEMATICS	PHYSICS
UCD Faculty (Winter '72)					
Full Professor	10.0%	.0%	.0%	.0%	.0%
Associate Professor	20.0	.0	.0	.0	.0
Assistant Professor	.0	.0	14.1	.0	.0
Academic Staff	.0	45.5	.0	25.0	.0
UCD Students (Winter '72)					
Graduates	36.1	10.4	23.4	18.0	4.3
Undergraduates	66.7	8.3	31.0	36.6	7.8
Academic Senate Membership					
Winter 1972	9.1	.0	4.7	.0	.0
Ph.D. Production (Potential Pool)					
National (1969-70)	12.1	7.7	10.2	7.4	2.6
National (1963-70)	12.4	7.3	13.8	6.7	2.2
Five Prestige Schools (1963-70)	14.2	5.6	*	4.8	2.6
Hiring at UCD (1963-71)					
Ladder	14.3	.0	7.2	.0	.0
Non-ladder	.0	50.0	.0	.0	.0

* Figure not available.

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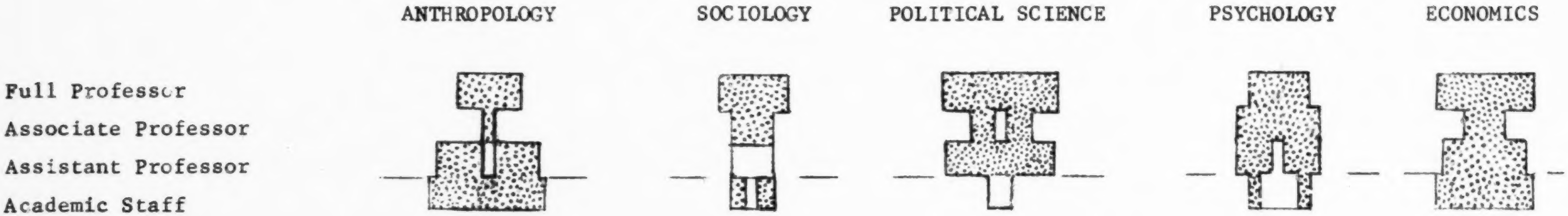
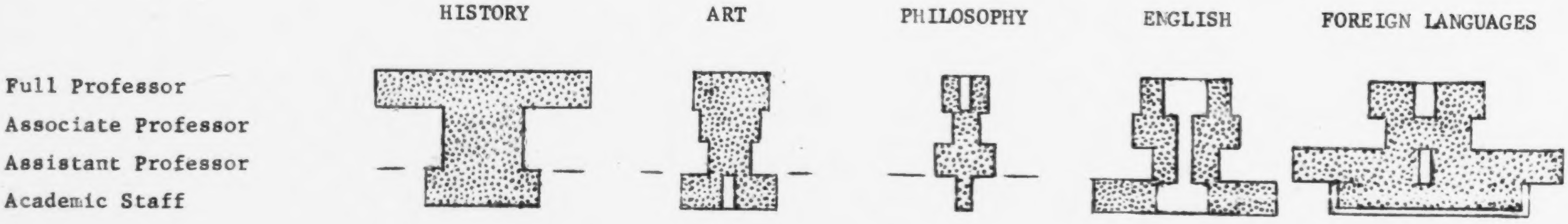
[1] Non professorial teaching staff excluding T.A.'s.

PERCENTAGES OF WOMEN IN FIVE SELECTED SOCIAL SCIENCE DEPARTMENTS



	ANTHROPOLOGY	SOCIOLOGY	POLITICAL SCIENCE	PSYCHOLOGY	ECONOMICS
UCD Faculty (Winter '72)					
Full Professor	.0%	.0%	.0%	.0%	.0%
Associate Professor	.0	.0	20.0	.0	.0
Assistant Professor	12.5	50.0	.0	12.5	.0
Academic Staff	11.1	25.0	50.0	37.5	.0
UCD Students (Winter '72)					
Graduates	42.9	37.8	24.1	44.0	13.0
Undergraduates	61.3	69.1	21.1	56.9	12.1
Academic Senate Membership					
Winter 1972	7.6	15.3	4.7	5.2	.0
Ph.D. Production (Potential Pool)					
National (1969-70)	27.0	19.5	10.7	22.6	6.5
National (1963-70)	23.2	17.9	9.9	19.6	5.8
Five Prestige Schools (1963-70)	30.6	24.6	11.4	23.2	6.8
Hiring at UCD (1963-71)					
Ladder	11.8	5.6	5.3	8.3	.0
Non-ladder	16.7	.0	27.3	9.1	.0

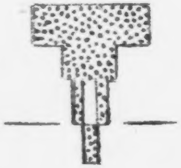
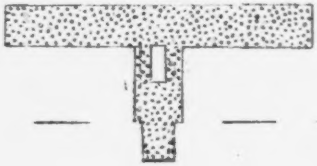
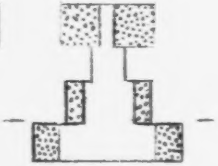
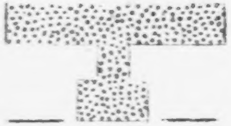
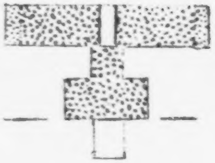
PERCENTAGES OF WOMEN IN FIVE SELECTED HUMANITIES DEPARTMENTS



	HISTORY	ART	PHILOSOPHY	ENGLISH	FOREIGN LANGUAGES
UCD Faculty (Winter '72)					
Full Professor	.0%	.0%	25.0%	33.3%	20.0%
Associate Professor	.0	.0	.0	11.1	.0
Assistant Professor	.0	.0	.0	20.0	5.0
Academic Staff	.0	12.5	.0	23.5	52.0
UCD Students (Winter '72)					
Graduates	33.9	40.6	15.8	37.0	65.1
Undergraduates	51.2	72.1	24.0	71.7	80.4
Academic Senate Membership					
Winter 1972	.0	.0	10.0	20.0	20.6
Ph.D. Production (Potential Pool)					
National (1969-70)	13.2	43.5	11.9	31.0	37.3
National (1963-70)	12.4	*	10.6	26.3	33.5
Five Prestige Schools (1963-70)	13.3	37.2	12.7	23.4	33.0
Hiring at UCD (1963-71)					
Ladder	.0	14.3	14.3	6.1	11.7
Non-ladder	.0	33.3	.0	33.3	59.5

* Figure not available.

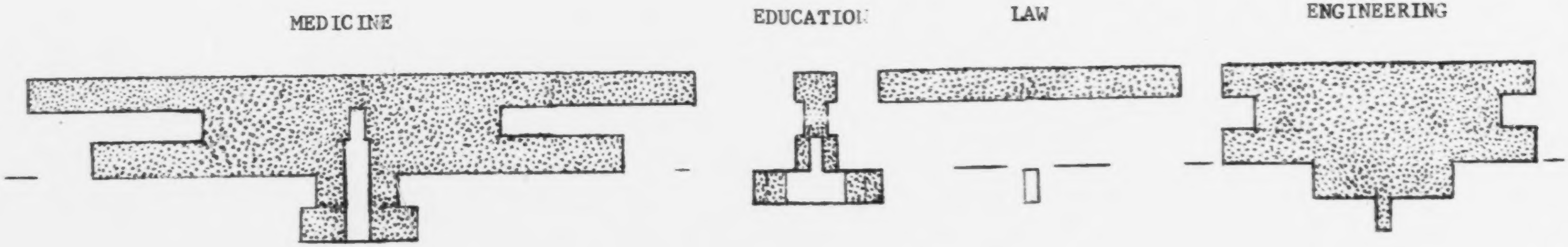
PERCENTAGES OF WOMEN IN FIVE SELECTED AGRICULTURAL AND ENVIRONMENTAL SCIENCE DEPARTMENTS

	BIOCHEM-PHYSICS	FOOD SCIENCE & TECH.	A.B.S.	ANIMAL SCIENCE	AG. ECONOMICS
Full Professor Associate Professor Assistant Professor Academic Staff					

	BIOCHEM-PHYSICS	FOOD SCIENCE & TECH.	A.B.S.	ANIMAL SCIENCE	AG. ECONOMICS
UCD FACULTY (Winter '72)					
Full Professor	.0%	.0%	16.7%	.0%	7.7%
Associate Professor	.0	33.3	100.0	.0	.0
Assistant Professor	33.3	.0	33.3	.0	.0
Academic Staff	.0	75.0	40.0	.0	100.0
UCD Students (Winter '72)					
Graduates	20.6	24.6	50.9	.0	.0
Undergraduates	33.8	45.5	89.1	42.4	7.1
Academic Senate Membership					
Winter 1972	7.6	3.8	35.2	.0	5.2
Ph.D. Production (Potential Pool)					
National (1969-70)	14.2	11.1	*	3.8	.0
National (1963-70)	16.7	5.7	*	2.8	.8
Five Prestige Schools (1963-70)	11.6	*	*	*	*
Hiring at UCD (1963-71)					
Ladder	6.7	7.7	35.7	.0	16.7
Non-ladder	100.0	.0	37.5	.0	33.3

* Figures not available.

PERCENTAGES OF WOMEN IN FOUR PROFESSIONAL AREAS



	MEDICINE	EDUCATION	LAW	ENGINEERING
UCD Faculty (Winter '72)				
Full Professor	.0%	.0%	.0%	.0%
Associate Professor	4.3	.0	.0	.0
Assistant Professor	4.9	25.0	.0	.0
Academic Staff	25.0	30.8	50.0	.0
In Residence	20.0			.0
UCD Students (Winter '72)				
Graduates	12.3	70.0	13.0	1.3
Undergraduates	--	--	--	1.3
Academic Senate Membership				
Winter 1972	3.0	10.0	.0	.0
Ph.D. Production (Potential Pool)				
National (1969-70)	8.5**	20.3	5.6**	.7
National (1963-70)	7.3**	20.2	4.1**	.5
Five Prestige Schools (1963-70)	*	*	*	*
Hiring at UCD (1963-71)				
Ladder	1.8***	9.1	.0***	.0
Non-ladder	25.0	18.8	14.3	.0
In Residence	22.2			.0

* Figures not available.
** Based on first professional degree.
*** Medicine (1968-71); Law (1966-71).

Summary of Findings

1. In general, the hiring and retention policies at Davis have not equalled the available pool of women faculty members nor do they reflect the patterns of female representation in graduate and undergraduate enrollments.
2. The rarity of women in some departments and schools forwards patterns already set. Academic units have not recognized the importance of women faculty as models to encourage female aspirations in fields that are predominately male.

Conclusions

In conclusion, the present mechanisms are not sufficiently effective to insure equitable hiring and promotion of female faculty members. Existing affirmative action procedures, to insure the hiring of women need to be strengthened. Furthermore the administration needs to establish a special review group including administrative officers with authority to review all records in cases in which promotion or retention is denied to a woman or complaints of discrimination reach the group. If it is determined that discrimination has occurred, the individual should be reinstated to the appropriate level.

Introduction

The status of women faculty at Davis was examined by two distinct and separate approaches. Chronologically, the first study done by the Task Force was the one described here, in Section IIIB of the report. The College of Letters and Science was selected as a typical academic unit; information concerning all faculty who were employed by the College at the time of the study (spring 1971) was obtained from a study of the academic personnel files, which were kindly made available to us by Vice Chancellor Dukes.

A second, more comprehensive study (described in Section IIIA) was undertaken during the spring quarter, 1972. Included in Section IIIA is a complete analysis by sex of the faculty and academic staff at Davis, a 10-year study of faculty promotional patterns for the entire campus, and an in-depth examination of 24 departments from the various colleges and schools. Data was obtained from Academic Senate membership lists, University Bulletins, a computer printout, and various other sources.

Because these two studies were done at different points in time, by different authors, and with different data bases, no attempt has been made to synthesize the two. On some points, the reports may appear to be repititious. In fact, it is particularly interesting to note that the conclusions drawn with regard to hiring and promotional patterns at Davis are essentially identical, even though the routes taken to reach those conclusions are very different.

1. Results

Are there significant differences in the hiring and promotional patterns for men and women faculty at UC Davis? In order to answer this question, a study was made of the promotional histories of all academic personnel employed in the College of Letters and Science in the spring of 1971.

The study includes those faculty with the rank of Assistant Professor I or higher (i.e., ladder positions) plus Lecturers and Instructors having both Ph.D.'s and greater than half-time appointments. The Departments of Education and Physical Education were excluded because of their use of special title series, making across the board comparisons difficult. The 23 remaining L and S departments were grouped according to field (Table 1). Altogether, 357 men and 21 women are represented (Table 2).

Table 1

L & S Departments Grouped According to Field

Biological Sciences	Humanities & Fine Arts	Physical Sciences	Social Sciences
Bacteriology	Art	Chemistry	Anthropology
Botany	Dramatic Arts	Geology	Economics
Zoology	English	Mathematics	Geography
	French & Italian	Physics	Political Science
	German and Russian		Psychology
	History		Sociology
	Music		
	Philosophy		
	Rhetoric		
	Spanish & Classics		

Table 2

378 Faculty Included in the L & S Study

Field	Ladder Position Faculty			Faculty with Irregular Titles*		
	#♂	#♀	%♀	#♂	#♀	%♀
Biological Sciences	35	3	7.9	2	0	0.0
Humanities and Fine Arts	117	12	9.3	20	2	9.1
Physical Sciences	88	0	0.0	5	1	16.7
Social Sciences	80	2	2.4	10	1	9.1
Total	320	17	5.0	37	4	9.8

For each of the 378 individuals, the following information was tabulated: name, address, date of first appointment in an academic title, department, school, marital status, sex, degree(s), date of degree(s), degree-granting institution(s) and complete promotional histories, including position, rank, step, salary, title code, percent time, and number of years at each step. Care has been taken to mask individual identities in compiling the data, although complete anonymity may be impossible where women are concerned simply because there are so few of them.

The College of L & S is assumed to be representative of the various schools on the Davis campus. L & S was selected for the purposes of this study in preference to the professional schools because of the broader interest base represented and in preference to the College of Agriculture because of difficulties encountered in the changing usage of job titles in the latter.

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* Irregular titles include Acting, Visiting, Emeritus, Adjunct, etc., plus Lecturers and Instructors who have both Ph.D.'s and more than half-time appointments.

2. Results

Male and female faculty at Davis are approximately equally well-qualified, as determined by the status of the institutions from which they received their degrees (Table 3). Degrees were divided into two categories, Prestigious and Non-Prestigious, according to the ratings of the effectiveness of doctoral programs listed by discipline and published by the American Council on Education in 1971. Institutions which scored 1.5 or better in a given discipline were considered Prestigious for that discipline, while those with ratings below 1.5 were considered Non-Prestigious. UC degrees are indicated separately as UC Berkeley (where degrees are Prestigious in most disciplines) or UC-except-Berkeley (where most departments are Non-Prestigious). For 20 of the male faculty, no degree-awarding institution was identified. Of the remainder, 65% of the men and 62% of the women hold Prestigious degrees or degrees from UC Berkeley, while 29% of both sexes hold Non-Prestigious degrees or degrees from UC (except Berkeley).

Table 3

Institutions from which L & S Faculty Obtained their Degrees

	%♂	#♂	Total %♂	%♀	#♀	Total %♀
Prestigious	44.7	151		38.0	8	
UC Berkeley	20.2	68	64.9	23.8	5	61.8
UC (except Berkeley)	7.7	26		14.3	3	
Foreign	7.4	25		14.3	3	
Other	13.7	46	28.8	0.0	0	28.6
None	6.2	21	6.2	9.5	2	9.5
Total	100.0	337	99.9	100.0	21	99.9

Female faculty have been employed longer than male faculty on the average (Figure 1). Years of employment were divided into three-year blocks (i.e., 0-2, 3-5, 6-8, etc.). The numbers of single and married males and females in each category were determined, and an average time of employment was calculated for each group, arbitrarily using the middle number in each time category (e.g., faculty employed 6-8 years were assumed, for the purposes of the calculations, to be employed for 7 years). Married women, on the average, have been employed more than twice as long as married men, with 17.3 years for the women compared to 7.7 years for the men. Single women, on the average, have been employed three years longer than single men (9.3 compared to 6.3 years).

Women faculty are, on the average, older than men faculty (Figure 2). Married and single male and female faculty were categorized according to age in five-year brackets (i.e., 25-29, 30-34, etc.). An average age was calculated for each group, arbitrarily using the lower age in each bracket (e.g., 25 years for the 25-29 bracket). On the average, married women faculty are ten years older than married men faculty (45.6 compared to 35.4 years old), and single women faculty are nearly seven years older than single men faculty (44.6 compared to 38 years).

We have now established that male and female faculty come from approximately equally prestigious institutions, and that female faculty are generally older and have been employed longer than the male faculty. Given just these facts, we might expect to find many women on the L & S faculty, since the lower turnover rate of females would seem desirable. We would also expect to find males and females hired at approximately equal levels, and to find the female faculty currently in the higher echelons of the college profile, since they are older and

Figure

Age by Sex and Marital Status

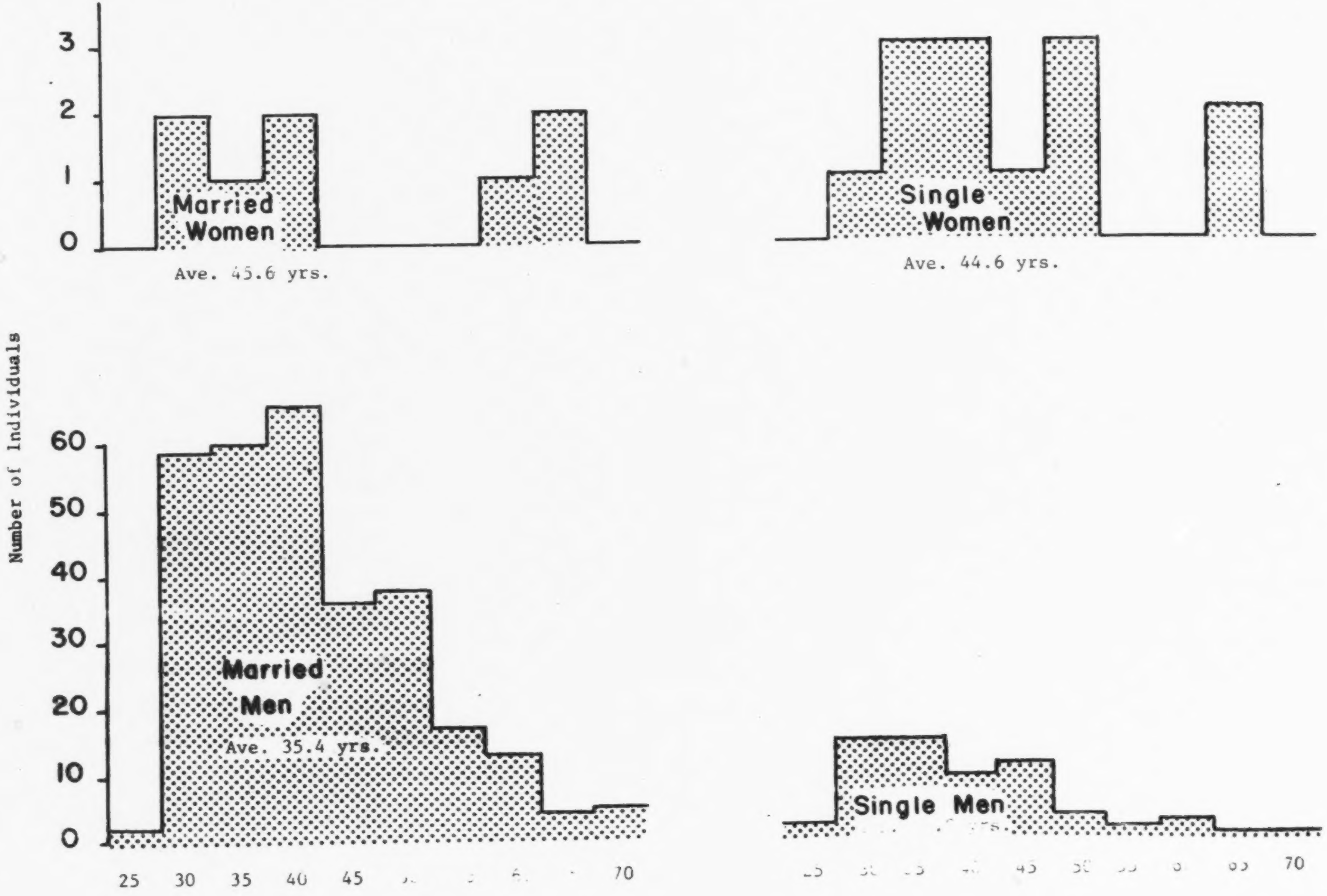
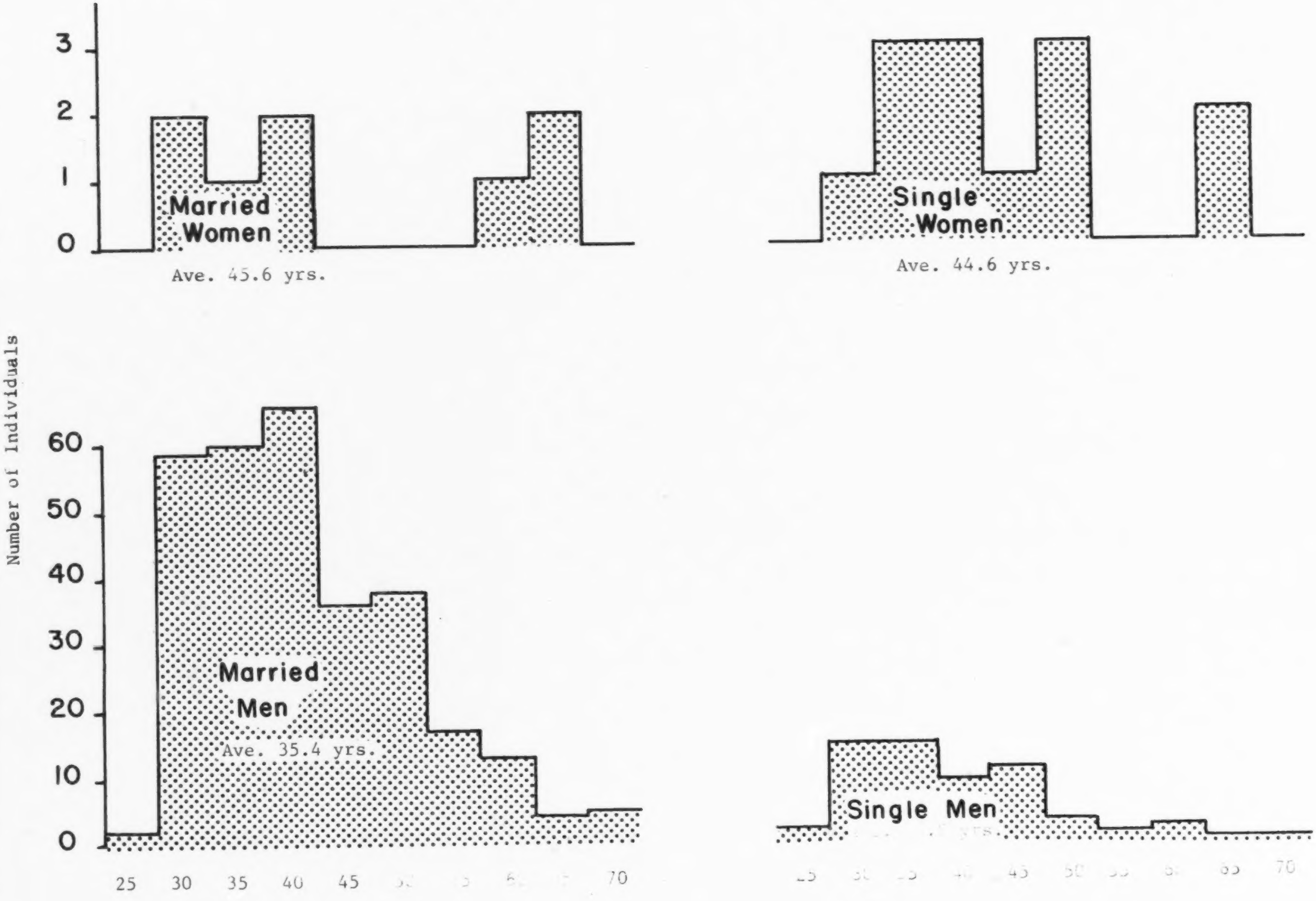


Figure 2

Age by Sex and Marital Status



have been employed longer. Is this in fact the case? The answer is, emphatically, NO.

Women are under-represented in every field. Although they comprise 50% of the population, women occupy only 5% of the ladder positions in the College of L & S (Table 2). That is, women are currently employed in ladder positions at one-tenth the level which would be expected if males and females were raised from birth without sexual bias and discrimination. Or, given that the available work force of female Ph.D.'s is currently 10-13%* of the total Ph.D. labor force, women are employed in ladder positions at the 39-50% level.

Women are more frequently employed in non-ladder positions. Positions with irregular titles usually confer less status, less pay, and/or less opportunity for advancement than do comparable positions in the ladder series. Yet women are found in this group twice as often as in ladder positions. (Women hold 9.8% of the irregular titles and 5% of the ladder positions.) Looking at it another way, 10.4% of all male faculty (37/357) are employed in positions with irregular titles, whereas 19% of all female faculty (4/21) are employed in such positions.

Women are underemployed in nearly all departments (Figure 3). Women's degrees are primarily in the areas of the Biological Sciences, Social Sciences, Humanities, Education, and Journalism, so the available work force in these areas is more than 13% female. Nineteen of the L & S departments are included in these categories; yet only three of them have more than 13% women. Fewer women earn Ph.D.'s in the Physical Sciences, but there are no women in the four Phys. Sci. depts. (Fig. 3).

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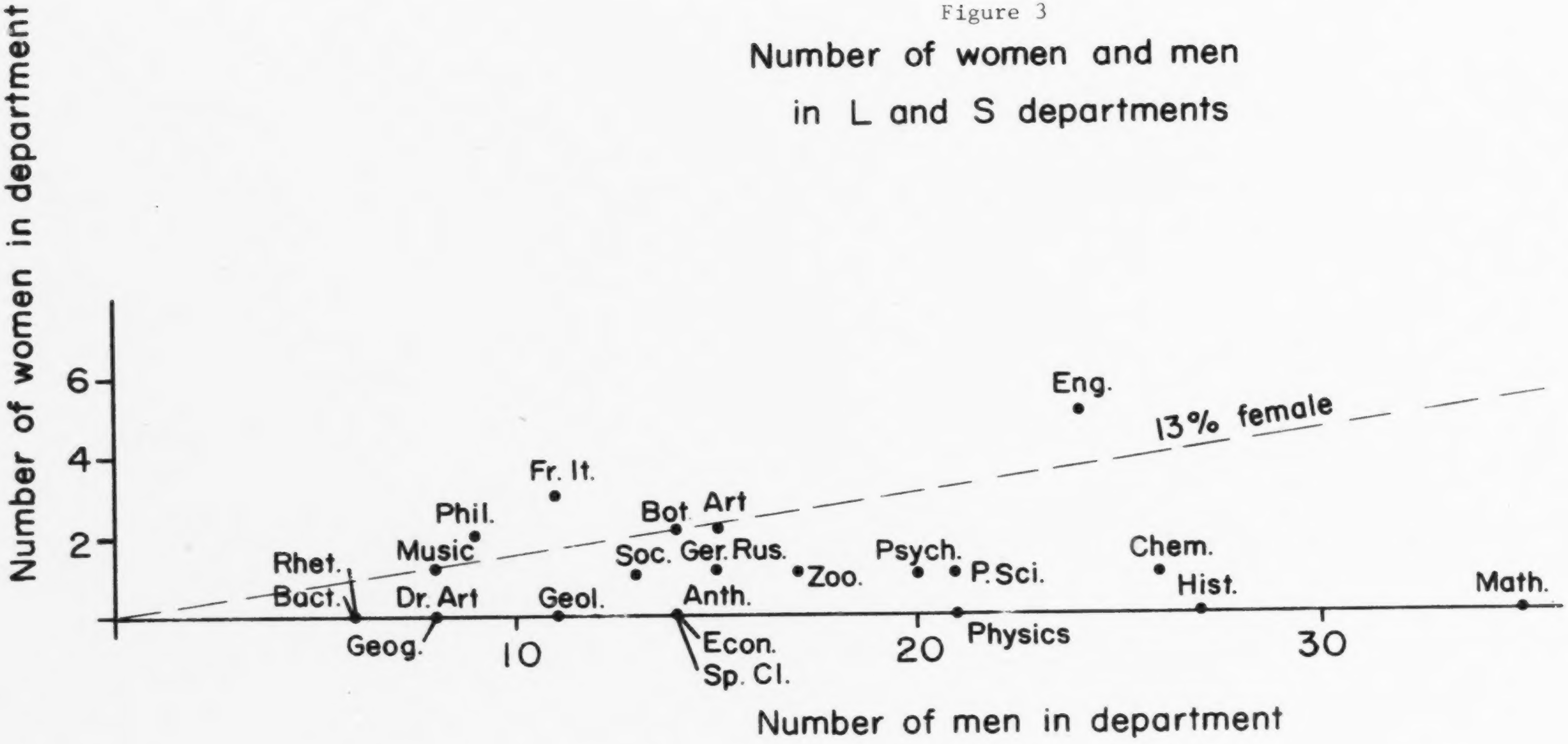
* According to the "Report of the Subcommittee on the Status of Academic Women on the Berkeley Campus," 10% of all Ph.D.'s awarded by UC Berkeley in the last 50 years have gone to women; nationally, 13% of all non-medical degrees were awarded to women in 1968-69; see Section IIIA for additional data on Ph.D. degrees awarded.

Figure 3

Number of women and men
in L and S departments



Female faculty are hired at lower initial positions than male faculty. Since there is considerable variation between departments, comparisons were made within each of the twelve L & S departments which employs at least one faculty woman. To protect the identity of the females, the departments are not identified by name. The highest initial position given to a male faculty member currently employed in a department was compared to the highest initial position given to a female faculty member currently employed in that department (Figure 4). In every instance, the highest level male appointment was higher than the highest level female appointment. The differences are particularly pronounced in the Social, Physical, and Biological Sciences. In order to obtain an estimate of the approximate salary differentials, a salary was assigned to each position from the regular 1971 9-month pay scale. "Off-scale" positions were arbitrarily assigned the salary of Professor Step VI, and "Lecturer" positions were assigned the minimum salary in the Lecturer series. An average initial salary for males and females was then calculated (Table 4). The average highest initial salary given to a male in each department would be, had he started in 1971,.$18, 425. Similarly, the average highest initial salary received by a female in each department would be $11,488, only 62% of that received by the males.

Table 4

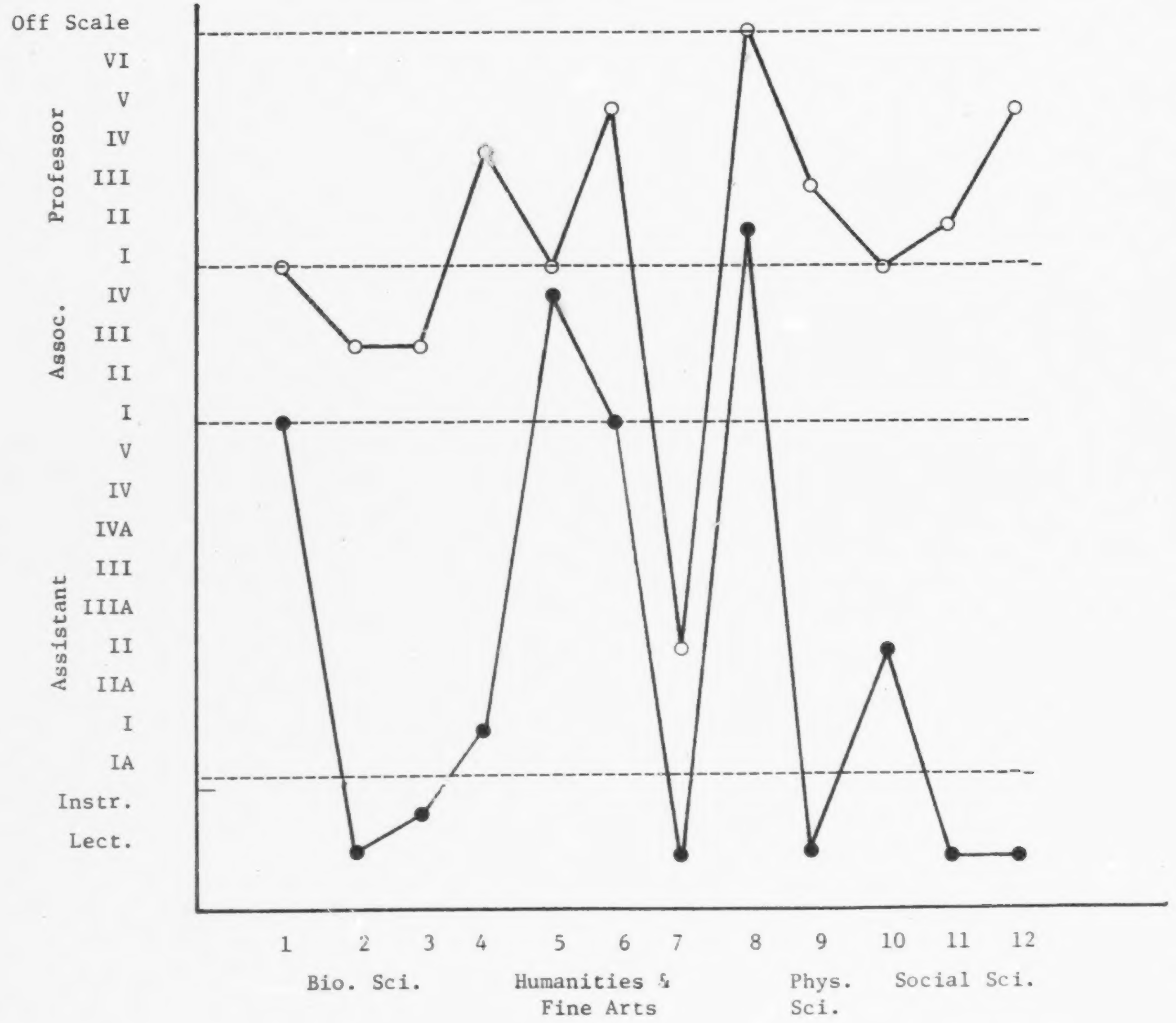
Salary Differentials for Male and Female Faculty

(all salaries calculated according to 1971 9-month pay scale)

	All Male Departments	Integrated Departments	
	♂	♂	♀
Average Highest Initial Salary per Department	$17,955	$18,425	$11,488
Average Highest Present Salary per Department	22,100	22,100	14,784

Figure

HIGHEST INITIAL STEP GIVEN TO MALE AND FEMALE FACULTY BY DEPARTMENT



Female faculty currently hold lower positions than do male faculty. The highest present steps held by male and female faculty per department were determined (Figure 5). In eleven out of twelve departments, men currently hold the highest position. In the twelfth, the highest male and highest female are in similar positions. An estimate of the average salary differential was obtained as described above. The top male in each department is currently earning an average salary of $22,100, while the top female is earning only $14,784, or 33% less than the top male salary. This situation prevails in spite of the fact that the women are older and have been employed longer!

The top initial and current salaries in the eleven all-male departments are comparable to the top salaries received by men in the twelve mixed-sex departments (Figure 6, Table 4).

One might argue that it is misleading to look at only the top positions, and that the picture may be different if we examine overall averages. Unfortunately, the picture remains unchanged.

Sixty-two percent of the women are hired below the median initial step for all L & S faculty (Figure 7). Only 49% of the men fall below the median.

Similarly, 57% of all women currently hold positions below the present median for all L & S faculty, in spite of the fact that they are older and have been employed longer (Figure 8). Only 51% of the men fall below the median.

Female faculty are promoted more slowly than male faculty. The promotional history of each individual who has been in the faculty ranks for 4 years or more was compared to a "standard promotion rate" (Table 5). The promotional histories were classified as "advanced," "normal," or "slow." Slow promotional histories are those in which a

Figure 5

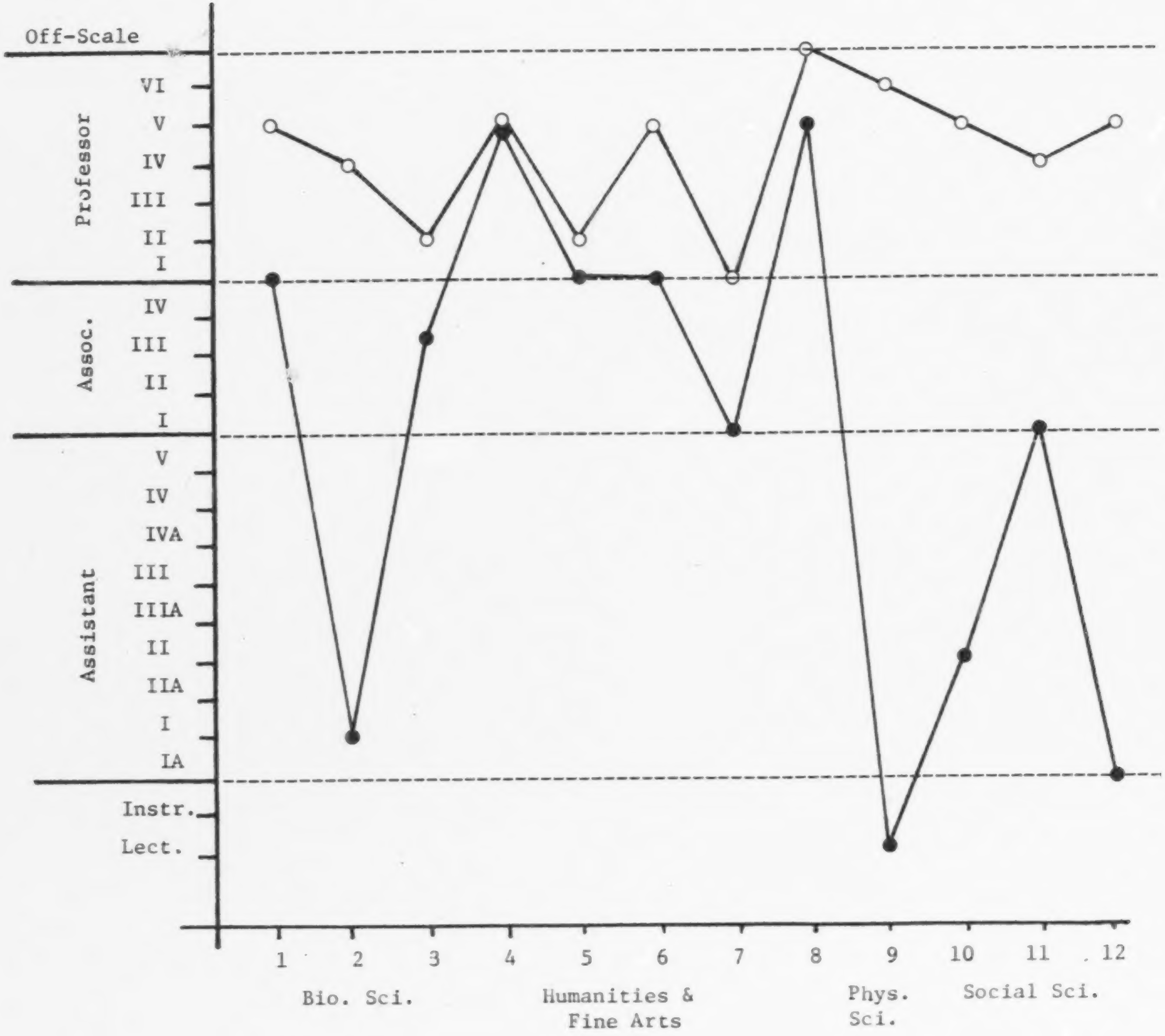
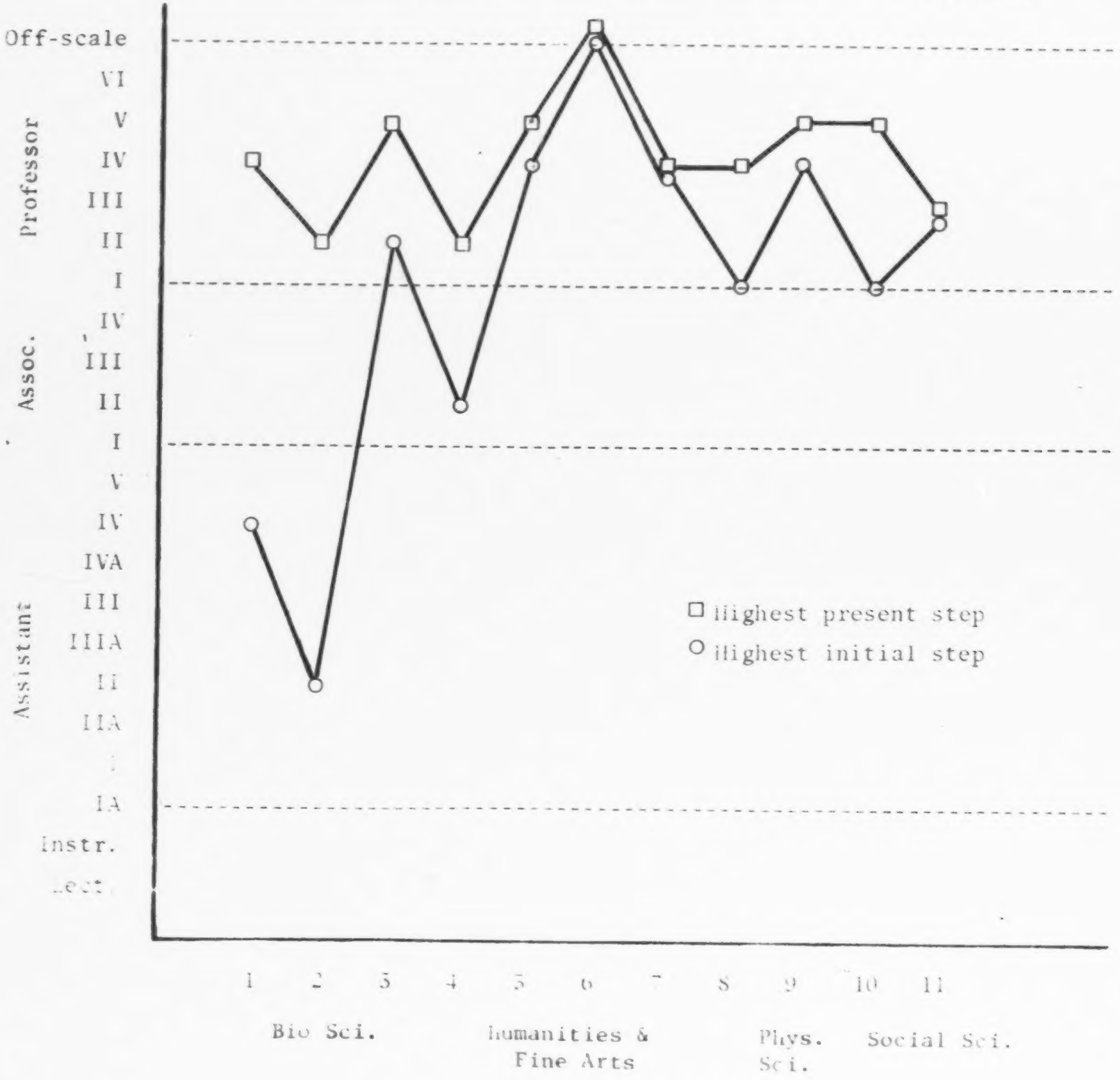
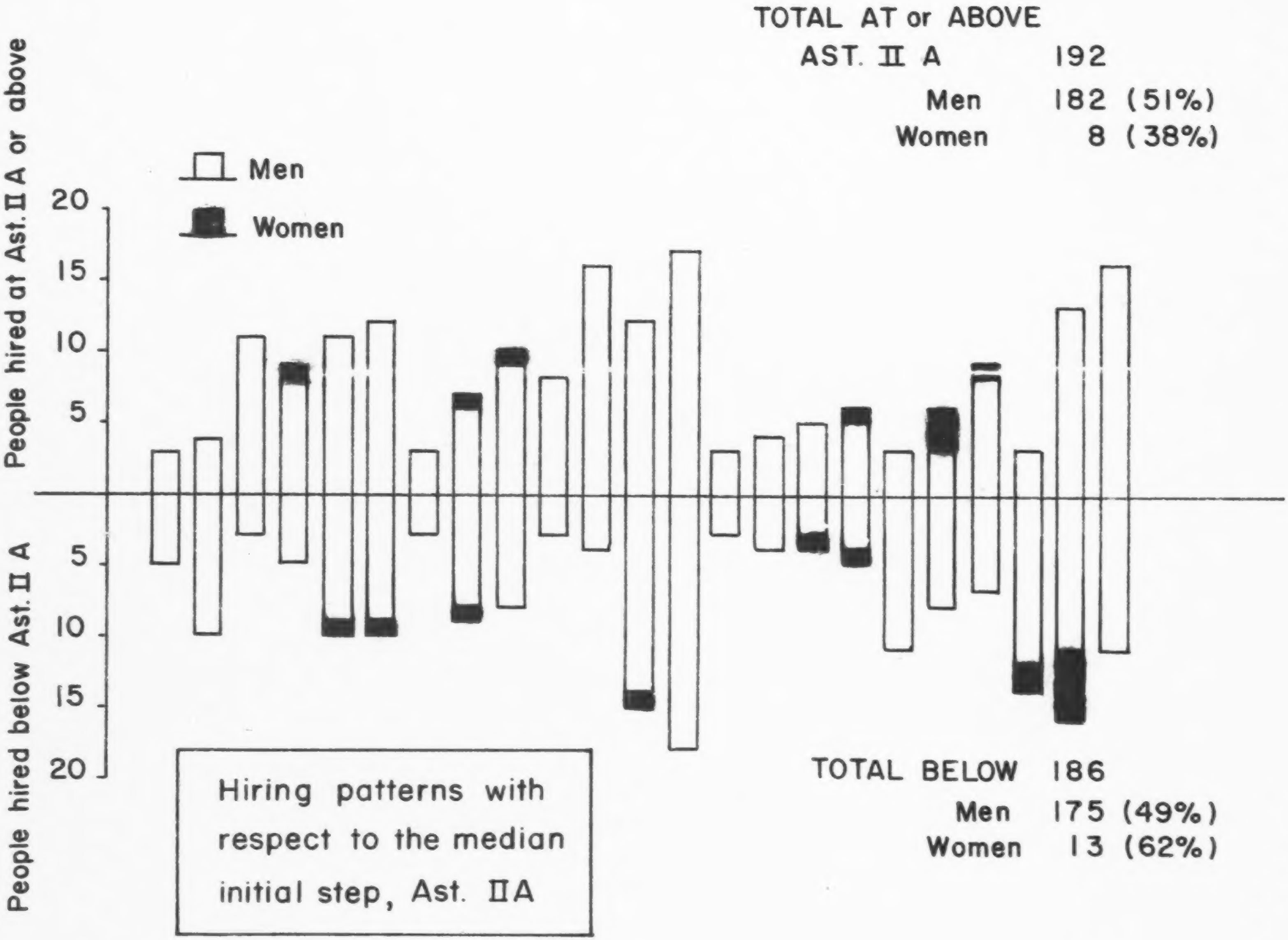

Off-Scale
Professor
VI
V
IV
III
II
I
Assoc.
IV
III
II
I
Assistant
V
IV
IVA
III
IIIA
II
IIA
I
IA
Instr.
Lect.
1
2
3
4
5
6
7
8
9
10
11
12
Bio. Sci.
Humanities & Fine Arts
Phys. Sci.
Social Sci.

Figure 6

INITIAL & PRESENT STEPS OF MALE FACULTY IN ALL MALE DEPARTMENTS

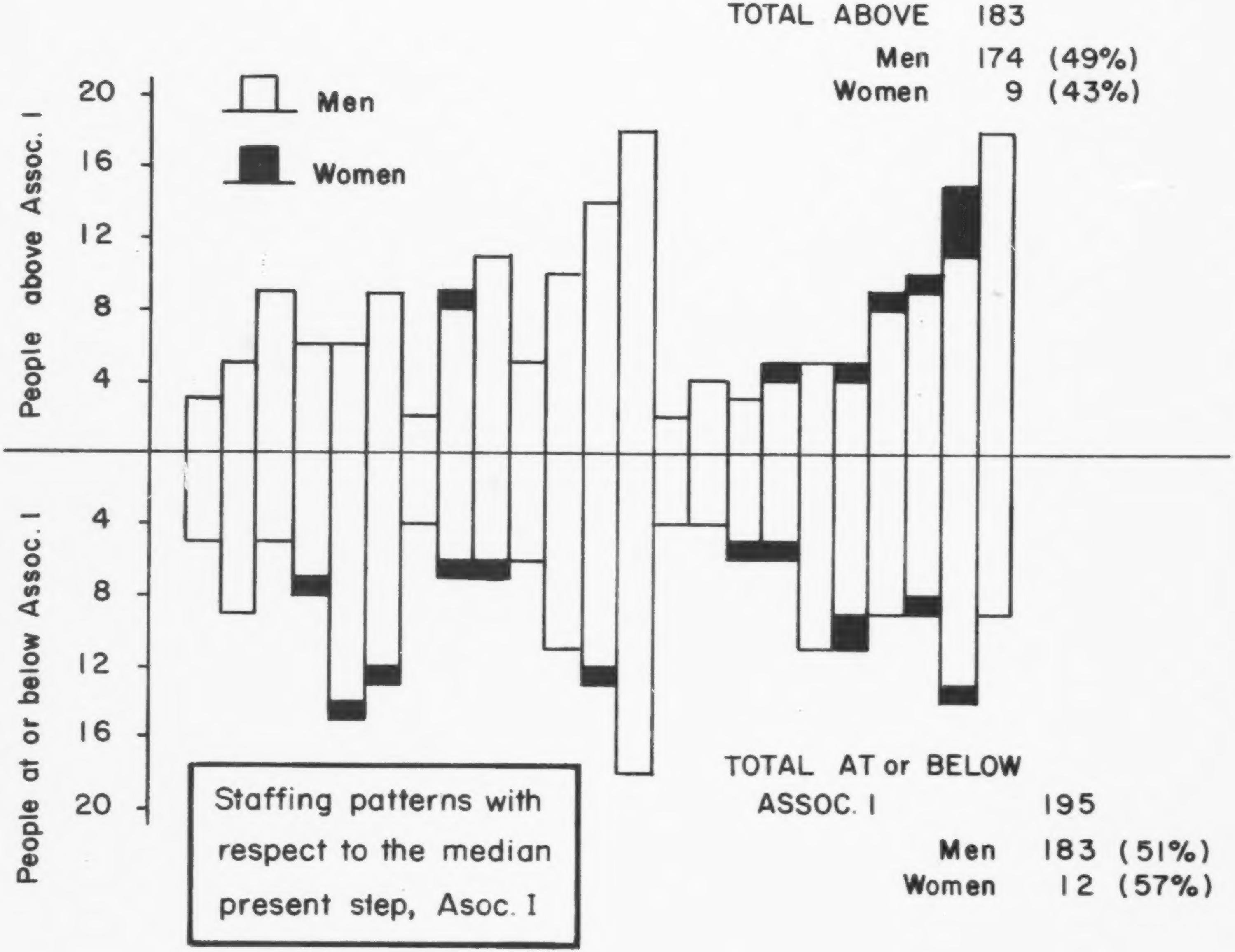


Figure



Hiring patterns with respect to the median initial step, Ast. II A

Figure 8



Staffing patterns with respect to the median present step, Asoc. I person spent more than the standard number of years in any position or at any step, or where the progression was not continuously upward. Advanced histories are those in which a person spent less than the standard number of years in any position or at any step, or where the person skipped steps. Acting and visiting titles were counted as equivalent to non-prefixed titles. There were many erratic promotional histories which were "slow" at one point and "advanced" at another. A determination of the overall progress was made in these cases, and the history was considered "normal" if the slow and advanced periods balanced one another. Those which match the standard are, of course, also classified as "normal."

Table 5

Standard Promotion Rate

Assistant Professor	I	2 years	
	II	2 years	Usual total time in title: 6-8 years, without skipping steps
	III	2 years	
	IV	2 years	
Associate Professor	I	2 years	
	II	2 years	Usual total time in title: 6 years
	III	2 years	
Professor	I	3 years	
	II	3 years	
	III	3 years	

Only 20% of the women are promoted faster than the standard norm, while 41% of the men are promoted faster (Table 6). Similarly, 47% of the women are promoted slower than the norm, while only 27% of the men have slower promotional histories.

Table 6

Promotional Histories of Male and Female Faculty

College	Total		Advanced		Normal		Slow	
	♂	♀	♂	♀	♂	♀	♂	♀
Social	65	1	24	1	20	-	21	-
Biological	31	3	11	1	9	1	11	1
Physical	67	0	27	-	23	-	17	-
Arts and Humanities	92	11	42	1	29	4	21	6
Totals	255	15	104	3	81	5	70	7
Percents	100%		41%	20%	32%	33%	27%	47%

Males with administrative duties are promoted faster than the overall male population, while women with administrative duties are promoted slower than the overall female population (Table 7). While 41% of all male faculty have advanced promotional rates, 61% of those with administrative responsibilities are in the advanced group. It appears that administrative responsibilities are generally assets toward a successful university career for men. Not so for women. Although the number of women with administrative duties is almost insignificant (3), 67% (2) have slower promotional rates and 33% (1) have/has the normal rate.

Table 7

Promotional Histories of Male and Female Faculty

Having Administrative Responsibilities

	Total	Advanced	Normal	Slow
Male	56	34 (61%)	12 (21%)	10 (18%)
Female	3	-	1 (33%)	2 (67%)

Women are given Acting titles more frequently than men. Fifteen percent (54/357) of the male faculty have held Acting titles; none of them had Ph.D.'s. Twenty-four percent (5/21) of the female faculty have held Acting titles; nearly half of them (2/5) had their Ph.D.'s!

PART IV

THE ACADEMIC WOMAN:

A SURVEY OF FACULTY ATTITUDES AT UC DAVIS

Ruth B. Dixon
Judith V. May

ACKNOWLEDGMENTS

We wish to thank the following people for their invaluable assistance: Karen Paige, Dorian [illegible]ryer and Tamara Navarro in formulating the questionnaire; Nadine Thomas and Robert Glock in administering it; Linda Thorpe, Holly Knauert and Susan Wilcox, all of the Social Science Data Service, in analysing the data; and Robert Glock and Dorothy Lowry for their critical reading of the report.

INTRODUCTION

The status of women in a university community raises the issue of how an elitist institution dedicated to excellence simultaneously serves the democratic values of egalitarianism. More and more reports are revealing that women are underrepresented in most graduate departments and on university faculties, and are proposing that universities make institutional reforms to correct this underrepresentation. Do faculty members at Davis feel that academic women experience discrimination? Are they prejudiced against women as colleagues? Do they support the institutional changes that are being proposed to increase the representation of women?

To find out, we conducted a survey of faculty attitudes toward women and toward a series of policies that affect women's position in the university.* In this report on the findings, we shall show that most faculty members do acknowledge that, in general, women are discriminated against in the job market, but fewer perceive that qualified women in their own field might have difficulty getting ahead. Most faculty members are not prejudiced against their women colleagues, for they overwhelmingly reject the notion that women are not as competent as men of critical thinking, research, graduate teaching, or administrative work. Many male and female faculty members believe that women in the academic world are less professionally oriented than men, however, and some male respondents especially fear that children and marriages suffer when women work. And Davis professors are divided in their opinions about the kinds of institutional reforms that would make it possible for more women to teach in the university and to enhance their productivity. Some faculty members adamantly oppose such reforms.

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* See Appendix 1.

Faculty members do hold some prejudices against women, as our data will show, but in this report we have chosen to emphasize the sources of support or lack of support for the kinds of changes that many feel are essential if women are to become equal participants in the academic world. We shall be arguing that policies and practices which on their face apply to everyone in fact affect women with much greater severity. For example, all faculty members with children are affected when a university does not provide child-care services for its employees, but women -- who have traditionally been assigned responsibility for child-rearing -- bear the consequences most heavily, frequently to the detriment of their professional careers and ambitions.

In this report we have made every effort to report the data objectively, but we have not refrained from using this opportunity to educate our readers as to how some policies have unequal impact on men and women. Just as racial minorities have had to sensitize their fellow citizens to the practices of institutional racism, so women have to trace out the consequences of institutional sexism.

It is important to remember that this report describes and analyzes the responses to an attitude survey. There is no possible way of discovering from these responses whether sufficient support exists in the university to enact all of the reforms we have proposed, or none. For one thing, social scientists are well aware that attitudes do not alone determine behavior. For another, policy decisions in a university are not made by majority rule, and thus majority and minority opinions are not readily translated into policy. Finally, much of the impetus for reform in university policies and practices is coming from outside the university under the auspices of the civil rights and contract compliance clauses of federal legislation, and thus, attitudes within the university are by no means determining. Nevertheless, even with all of these provisos, we feel that the Davis community will find much in this report that is informative and stimulating.

The Sample

In May, 1971, an eight-page questionnaire was sent to all faculty members at UC Davis holding the rank of Lecturer or higher. In all, 1089 questionnaires were distributed. The office of Academic Affairs reports that at least 65 faculty members were on leave and away from campus during the Spring Quarter. Of the remaining 1024, 621 returned their questionnaires, giving a response rate of 61%, about normal for a mailed survey. Sixteen of the returned questionnaires were received either too late to be included in the analysis or were largely incomplete, leaving a total sample of 605. Considering the length of the questionnaire and the extreme time pressures on faculty members late in the Spring Quarter, we found the majority response very encouraging.

Faculty members in the College of Letters and Science and in Agriculture, constituting approximately 67% of the total Davis faculty, make up 70% of the sample. Thus, faculty members in the professional schools of Law, Medicine, Veterinary Medicine and Engineering are slightly underrepresented. Full professors, approximately 47% of all faculty members (including lecturers), are 46% of the sample. Statistical tests showed that those who refused to answer particular questions within the questionnaire were usually not distinguishable as a group in their overall attitudes from those who did answer, but whether this applies as well to those who did not return the questionnaire at all cannot of course be determined.

Outline of the Report

In Part I of this analysis of the responses to the questionnaire, we compare the attributes of a "typical female faculty member" with those of an "ideal faculty member of either sex" and show that women fall short of the ideal on all but one characteristic, but women think of themselves as coming closer to the ideal than men do. In Part II we compare the responses of male and female faculty members to 45 questions on attitudes and policy, and point out how a general approval of women as colleagues is not translated into support for policy changes that would bring more women into the academic profession. In Part III we relate pro- and anti-feminist attitudes to such variables as the respondent's sex, marital and family status, school or college, academic rank, and political identity, and demonstrate that attitudes about women are more closely tied to a political "world view" and to current family and university status than they are to factors more distant in time such as parents' education or employment. Finally, in Part IV we discuss the overall meaning of these findings with special reference to reconciling egalitarian ideals with current university practice in hiring, promotion, and working conditions of female faculty members.

I. THE "TYPICAL FEMALE FACULTY MEMBER"

Do people have a mental image of what a "typical" female faculty member is like, and if so, what are her characteristics and how does she differ from their image of what an "ideal" faculty member (of either sex) should be like? Respondents were asked to indicate their impression of a typical female faculty member by placing an X along a six-point scale between eleven pairs of attributes such as tense-calm, passive-aggressive, and dependent-independent. Then, on turning the page, they were asked to make the same evaluation of what they considered to be an ideal faculty member of either sex. The following charts show the distribution of responses along the six-point scale for each pair of attributes, and the extent and direction in which the typical female faculty member deviates from the ideal.

Many people disliked the formulation of the question about the "typical female faculty member," feeling that it enforced stereotyped thinking where none existed or that they knew too few female faculty to form a judgment. Nevertheless, about four-fifths of the males and three-quarters of the females in the sample responded.* The concept of an "ideal faculty member of either sex" was apparently much easier to handle, for nine-tenths of both sexes replied to these items.

In the following charts, the typical female faculty member closely resembles the ideal on two dimensions: she strikes a perfect balance between being demanding and accepting and between being passive and aggressive. Beyond this, she is slightly less ambitious, independent or cooperative than the ideal faculty member would be, and very much less open, calm, logical, rational, or productive. Where male and female respondents differed in their conception of a "typical female faculty member," the female respondents reported an image that comes closer to the ideal than that of their male colleagues.

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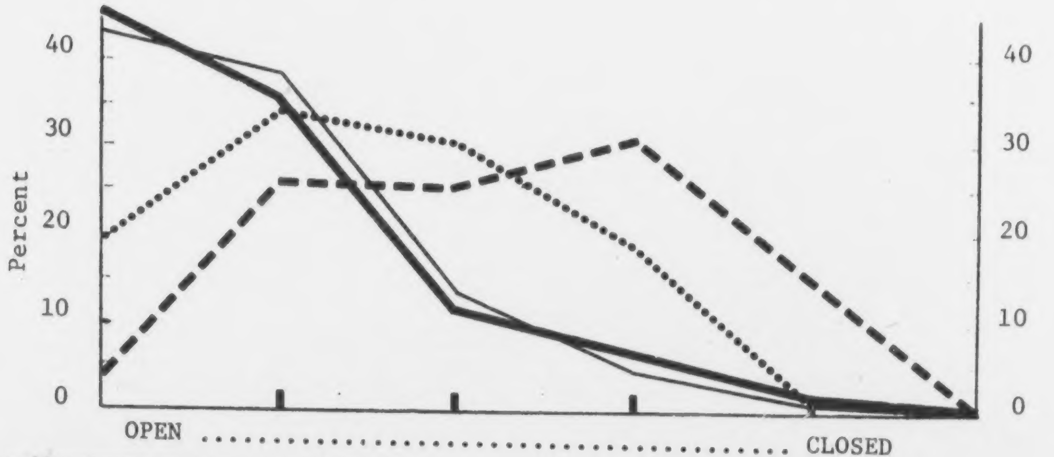
* Those who did not give any impression of a typical female faculty member were as a group neither more nor less favorable to women's rights in their responses elsewhere in the questionnaire than were those who did give such an impression.

The charts are ordered so that the modal "ideal" category moves from the left-hand extreme to the right. A close correspondence of "ideal" and "typical" profiles representing the percentages of respondents checking each space on the scale does not of course mean that individuals necessarily rate the two close together.

KEY

━━━	Ideal faculty member:	male respondents	N = approx. 475*
───	Ideal faculty member:	female respondents	N = approx. 40*
▬ ▬ ▬	Typical female faculty:	male respondents	N = approx. 430*
•••••••	Typical female faculty:	female respondents	N = approx. 35*

A. THE IDEAL FACULTY MEMBER IS "OPEN"BUT THE TYPICAL FEMALE IS NOT



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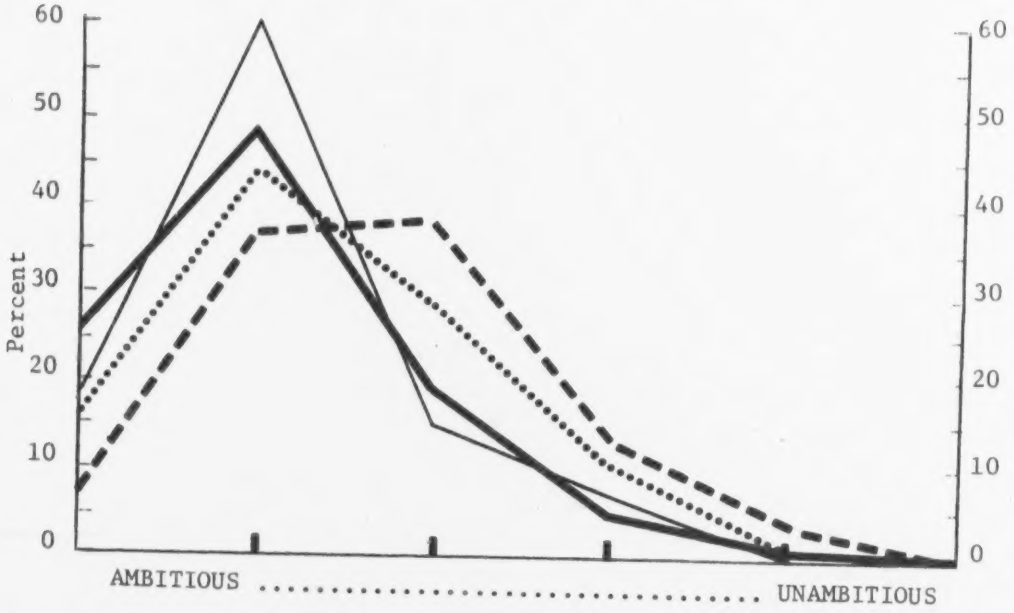
* Numbers of respondents vary slightly on each dimension, dropping considerably on the "ideal" dimension of feminine-masculine.

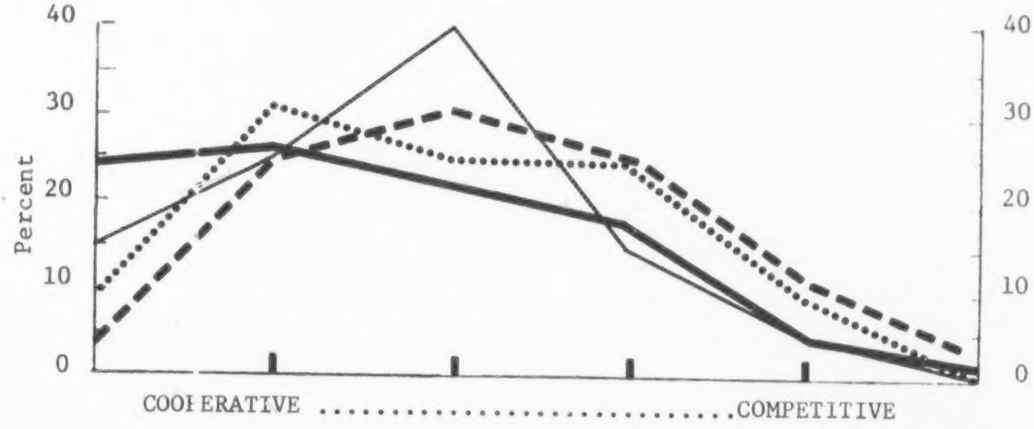
Over 40% of the male and female respondents insist that the ideal faculty member is extremely open, but the typical female faculty member falls far short of this ideal in being too closed in both women's and men's eyes. Women see one another as being more open than men do, however, and thus as coming closer to the ideal.

B. THE TYPICAL FEMALE IS SLIGHTLY LESS AMBITIOUS THAN THE IDEAL



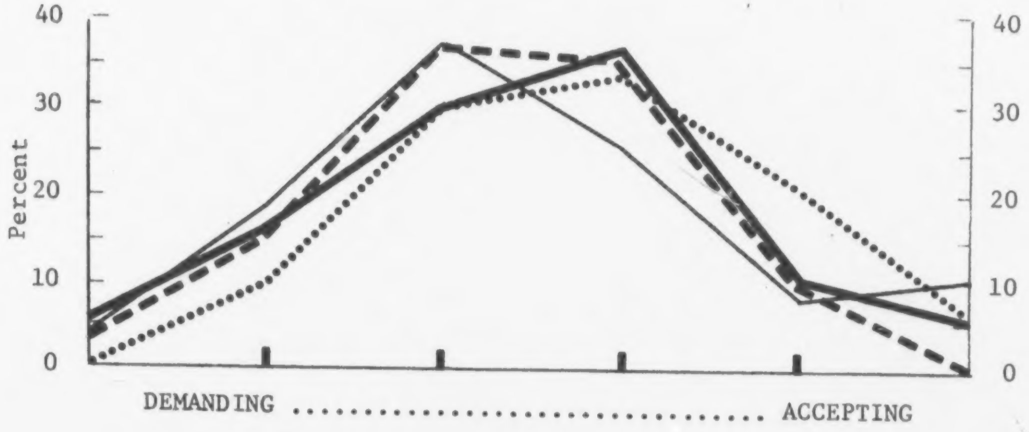
Both men and women see the ideal faculty member as highly ambitious, but preferably not extremely so. Women are somewhat more ready to find ambition in one another and thus to rate the typical female faculty member as approximating the ideal than are men.

C. THE TYPICAL FEMALE IS SLIGHTLY LESS COOPERATIVE THAN THE IDEAL



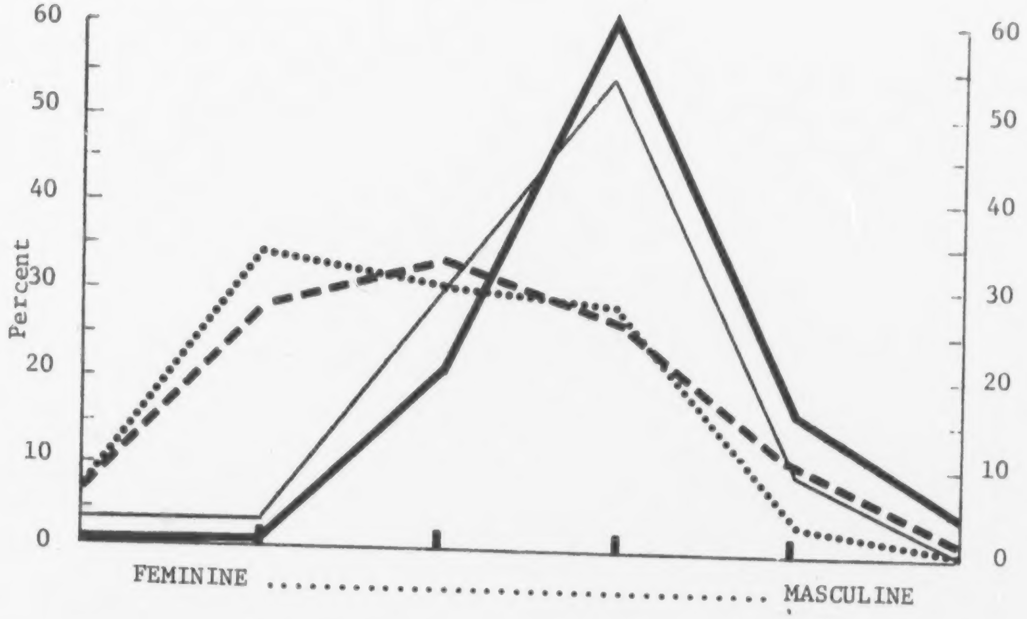
There is a greater difference of opinion across the faculty on the ideal balance between cooperativeness and competitiveness than there is on other dimensions, presumably because both attributes are valued under differing conditions. On the whole, the male faculty puts more emphasis on cooperation than does the female faculty in its image of an ideal professor; women tend to look more for a balance between the two. The typical female faculty member, in both men's and women's eyes, does attain such a balance, but it is weighted slightly too far toward the competitive end of the scale to be ideal.

D. THE TYPICAL FEMALE IS IDEAL ON THE DEMANDING-ACCEPTING SCALE



Once again, a balance between the two extremes is considered most desirable, although there is considerable spread. Male respondents see the ideal faculty member as being slightly more accepting than demanding whereas females tend to emphasize the demanding side. It is interesting to note on this dimension that the male concept of the typical female comes closer to the women's ideal, and the female notion of a typical female comes closer to the men's ideal. In their image of a typical female faculty member, each pleases the other's ideals more than their own!

E. THE TYPICAL FEMALE FACULTY MEMBER IS FAIRLY FEMININE, BUT THE IDEAL TENDS TOWARD THE MASCULINE



Respondents had no trouble rating the typical female faculty member on a scale of feminine-masculine, but the notion of an ideal faculty member of either sex being rated on this scale proved to be far more difficult.* Many respondents insisted that the ideal should be either totally feminine if a woman, or totally masculine if a man; they were not willing to consider the traits of "masculinity" and "femininity" apart from gender. Ambiguous or multiple responses are not included in this chart.

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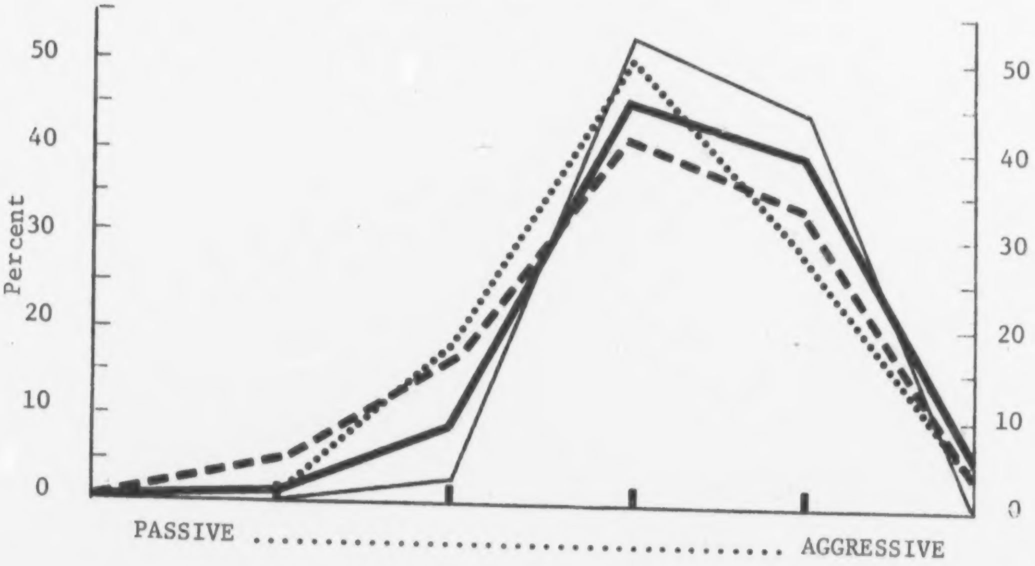
* About one-third did not answer.

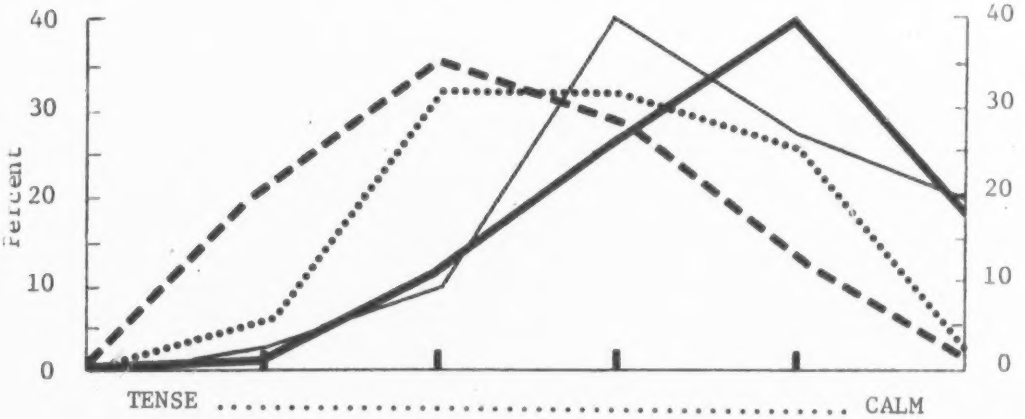
The typical female faculty member tends to be somewhat feminine, but approximately one-third of the respondents marked her on the masculine side. An additional analysis showed that those who found the typical female to be the most feminine were, elsewhere in the questionnaire, most supportive of improvements in the status of women, and those who found her most masculine were least supportive. Women valued masculinity in the ideal somewhat less than men, and femininity somewhat more.

F. THE TYPICAL FEMALE FACULTY MEMBER IS NEARLY IDEAL ON THE PASSIVE-AGGRESSIVE SCALE



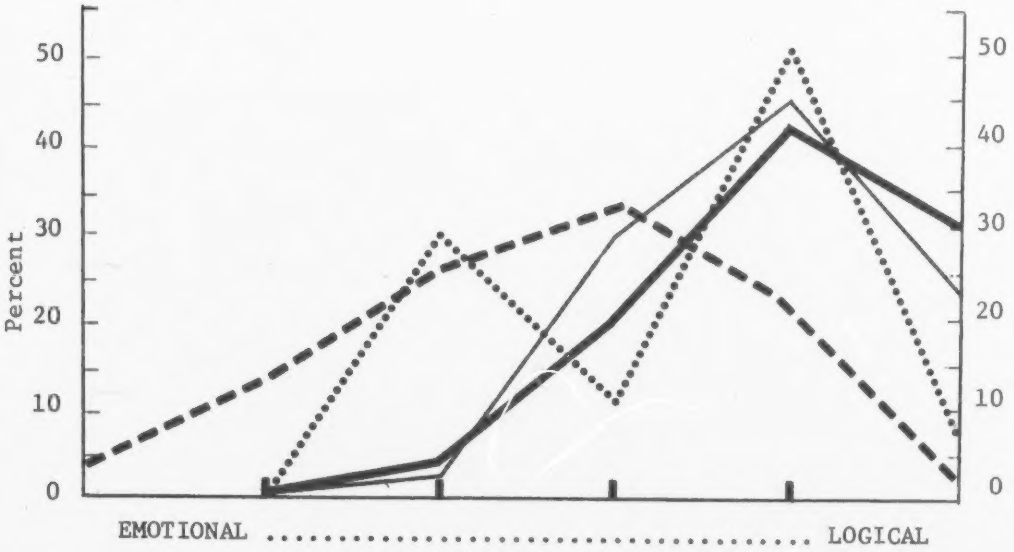
Men and women see the ideal faculty member as being more aggressive than passive, but extreme aggressiveness is almost as undesirable as extreme passiveness. The typical female faculty member comes fairly close to the ideal in both men's and women's opinion, but both groups see her as slightly more passive than the ideal.

G. THE IDEAL FACULTY MEMBER IS CALM; THE TYPICAL FEMALE TENSE



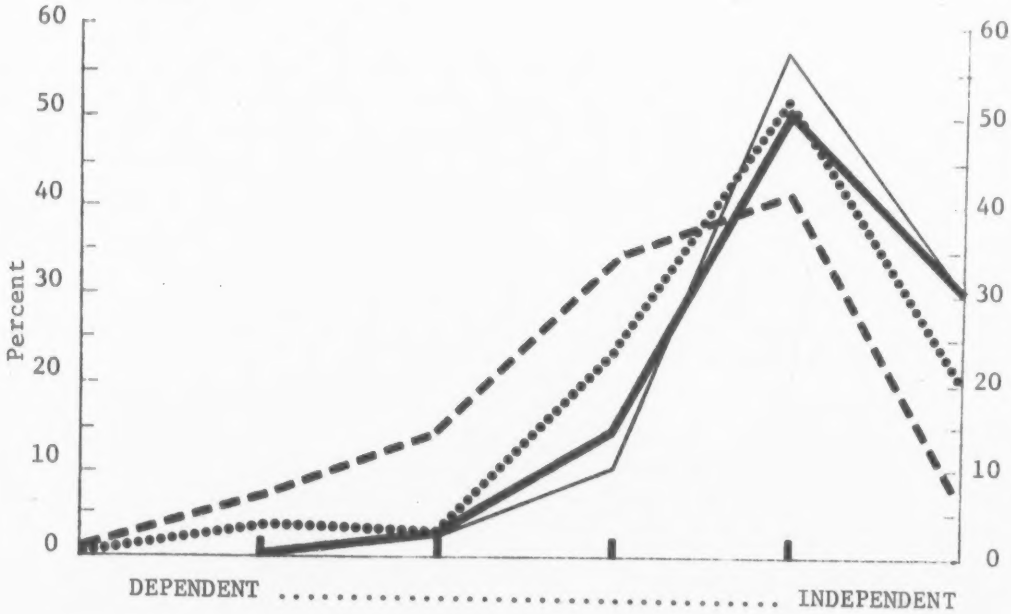
The ideal faculty member is calm, but not extremely so, with males valuing calmness more highly than females. The typical female, on the other hand, is seen as somewhat tense, although females see one another as coming somewhat closer to the ideal of calmness than males do.

H. THE IDEAL FACULTY MEMBER IS LOGICAL; THE TYPICAL FEMALE MORE EMOTIONAL



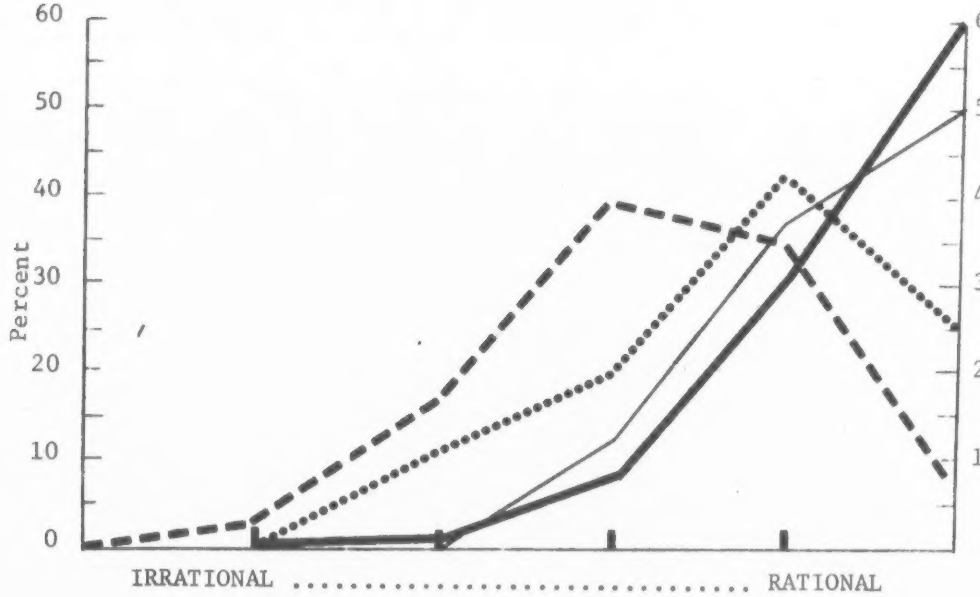
Emotion and logic are presumably both valued attributes, but when it comes to describing what an ideal faculty member would be like, logic clearly wins. The typical female faculty member as seen by men strikes a balance between the two attributes, with about as many putting her on the emotional side as on the logical side. Women are sharply divided, with half seeing the typical female academic as highly logical, another 30% seeing her as somewhat emotional, and only 10% putting her between the two categories! At the same time, women do not value extreme logic along with a total absence of emotion in their ideal faculty member quite as much as men do.

I. THE IDEAL FACULTY MEMBER IS INDEPENDENT; THE TYPICAL FEMALE MORE DEPENDENT



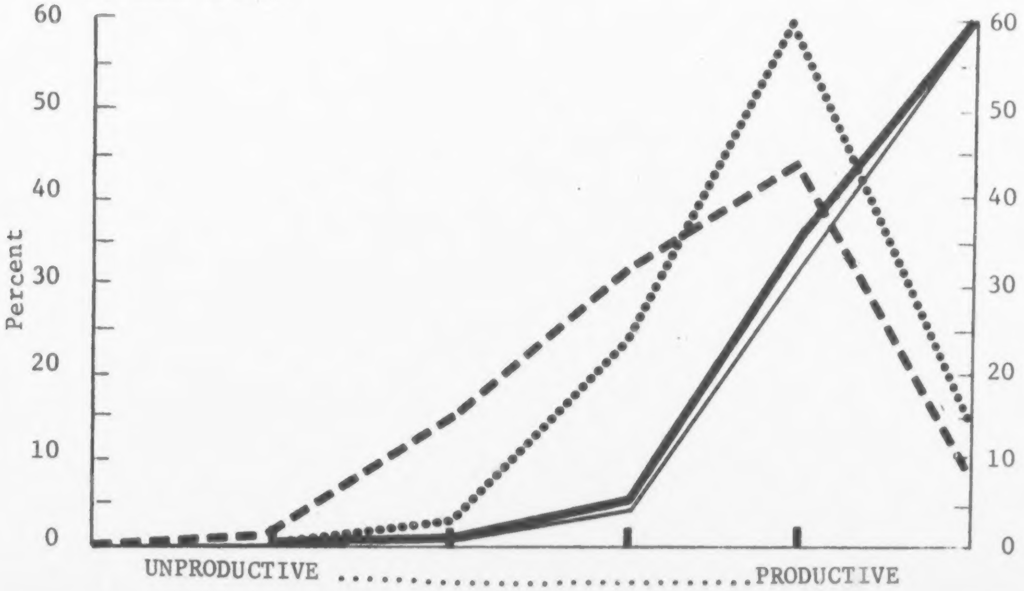
Both men and women like an ideal faculty member to be independent, although not necessarily extremely so. The typical female, according to women, follows this ideal fairly closely, but the typical female according to men is too dependent for their liking.

J. THE IDEAL FACULTY MEMBER IS EXTREMELY RATIONAL; NOT SO THE TYPICAL FEMALE



Extreme rationality is highly valued, especially when contrasted with irrationality! Women value extreme rationality slightly less than men, but women clearly see themselves as coming closer to the ideal than men do.

K. THE IDEAL FACULTY MEMBER IS EXTREMELY PRODUCTIVE; NOT SO THE TYPICAL FEMALE



The more productive the faculty member, the better, according to both men and women. Yet it is obvious from the graph that men see the typical female faculty member as being less productive than they would like, although once again women see themselves more favorably.

In sum, male and female respondents generally agree on most qualities of an ideal faculty member. Such a person should be extremely open, productive and rational; highly ambitious, logical, independent, calm and cooperative; and somewhat aggressive and accepting. Female respondents value cooperativeness, calmness, and being accepting somewhat less than men do.

Men view the typical female faculty member as appropriately aggressive and accepting, and nearly independent enough, but insufficiently rational, ambitious, logical, cooperative and feminine, and much too tense and closed.

In comparison, women see the typical female faculty member as coming closer to the ideal. (Of course, these summary profiles conceal the wide range of opinion shown in the charts.)

What role do such stereotypes play in the admission of graduate women and the hiring and advancement of faculty women in the university? Because faculty women are currently a small minority within the university and, consequently, have little influence over most graduate admissions and faculty hiring and promotion decisions, their more favorable attitudes cannot be expected to prevail. If, as in our sample, many faculty men view the typical female faculty member as less logical, rational, or productive -- three characteristics of great importance in the judgment of academic qualifications -- women in the university may be severely disadvantaged. However, if most faculty men believe that the "typical male faculty member" similarly falls short of the ideal (a consideration that could not be pursued in this questionnaire because of limitations of time and space), then women may not be as disadvantaged as it appears from these findings.

II. FACULTY ATTITUDES TOWARD ACADEMIC WOMEN AND INSTITUTIONAL REFORM

We turn now to a discussion of the distribution of responses of male and female faculty members at Davis to 41 statements concerning women's role in the academic world.* Faculty members were asked to _strongly agree_, _agree_, _disagree_, or _strongly disagree_ with each statement. Although no neutral or "no opinion" category was included, respondents could refuse to reply to any particular statement and in general about 5 to 10 percent did so.† The statements are grouped in the discussion that follows into eleven clusters containing intercorrelated items as they appeared in a factor analysis of the responses to all 41 items. The statistically defined clusters or factors are surprisingly clear and follow closely a "common-sense" sorting of items that was undertaken prior to the analysis of the results. The account begins with the area for which there is most consensus: that discrimination exists against women in general and that women do tend to make competent academic colleagues. There is less support for the notion that women are as career-minded as men in the university, however, and considerable fear is expressed that marriages, husbands and children inevitably suffer when women work. In the last section we review some proposed changes in personnel policy that would integrate women more closely into the academic community by reducing institutional constraints against their full participation, only to find that there is much conflict over the idea of such reforms, and much resistance to them.

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* Four ambiguous statements were eliminated from the analysis of the 45 items included in the original questionnaire.

† Non-response ranged from a low of 1.2% to the statement "It seems to me that women are just as capable of doing competent research as are men" to a high of 24.2% to the statement "Female faculty do not publish as much as males in their field."

A. Existence of Discrimination

MOST FACULTY MEMBERS ACKNOWLEDGE THAT WOMEN ARE DISCRIMINATED AGAINST IN OBTAINING JOBS AND RESEARCH GRANTS

		Strongly Agree	Agree	Disagree	Strongly Disagree	N
Many qualified women can't get good jobs, although men with the same skills have less trouble	M F	20.5% 40.9	61.8% 50.0	14.4% 4.5	3.3% 4.5	(482) (44)
Men generally have an easier time getting research grants than their female colleagues	M F	4.3 19.4	49.9 52.7	42.5 25.0	3.3 2.8	(391) (36)
People tend to find highly successful women particularly threatening	M F	2.9 7.3	34.3 46.4	54.4 36.6	8.4 9.8	(452) (41)
The truly qualified women in my field have no trouble achieving recognition and getting ahead	M F	15.2 14.3	48.2 30.9	30.9 40.4	5.7 14.3	(475) (43)

Faculty members overwhelmingly agree that women experience job discrimination; yet remarkably fewer believe that "truly qualified" women in their own field have difficulty achieving recognition. Women are much more likely than men to perceive discrimination within the academic world, for only a little over half of the men compared to almost three-quarters of the women feel that men generally have an easier time getting research grants than their female colleagues. Interestingly, female respondents -- all presumably "truly qualified" academic women -- more readily agree that people tend to find highly successful women particularly threatening, revealing much about the ambiguities of their position under existing conditions.

B. Attitudes Toward Women as Colleagues

1. MOST FACULTY MEMBERS BELIEVE THAT WOMEN ARE AS CAPABLE AS MEN OF INTELLECTUAL ACHIEVEMENT

		Strongly Agree	Agree	Disagree	Strongly Disagree	N
It seems to me that women are just as capable of doing competent research as men	M F	42.0% 70.5	52.4% 25.0	5.2% 2.3	0.4% 2.3	(498) (44)
Women are probably not as good at critical thinking as men	M F	1.5 0.0	10.5 2.4	58.1 32.5	29.9 65.1	(485) (43)

Apparently, if women suffer discrimination it is not because they are perceived as intellectually inferior to men. Male and female respondents overwhelmingly agree that women are just as capable of doing competent research as are men. (However, many more women agree strongly than men.) Similarly, respondents believe that women are as good at critical thinking as men, but even so, 12% of the male respondents feel that they are not!

2. MOST FACULTY MEMBERS SEE WOMEN AS COMPETENT COLLEAGUES

		Strongly Agree	Agree	Disagree	Strongly Disagree	N
Generally speaking, women do not handle professional status with much sophistication or restraint	M F	1.1% 0.0	5.4% 0.0	62.5% 34.1	30.9% 65.9	(475) (44)
Men who regard faculty women favorably usually change their minds when they have to work closely with them on departmental committees	M F	1.5 2.6	8.0 0.0	73.0 53.8	17.5 43.6	(412) (39)
Sexual tensions are likely to cause problems when women are on the faculty	M F	1.8 2.3	7.4 2.3	67.6 47.7	23.2 47.7	(457) (44)
Women tend to be better at teaching younger undergraduate students than at teaching advanced graduate students	M F	0.7 0.0	9.3 0.0	74.0 64.1	16.1 35.9	(430) (39)
I would be reluctant to hire a woman for a faculty position because she would probably not stay on the job as long as a man	M F	2.3 2.3	14.5 2.3	59.7 39.5	23.6 55.8	(484) (43)

Neither are women discriminated against because they are thought incapable of handling professional responsibility. Most Davis faculty members view women as highly competent colleagues. Only small minorities claim that women cannot handle their professional status with dignity and restraint, that their presence creates sexual tensions among faculty members, or that they are better suited to teaching undergraduates than graduate students. But 17% of the male respondents believe that a woman will not stay on the job as long as a man, and would be reluctant to hire women for this reason!

3. MANY FACULTY MEMBERS DO NOT SEE WOMEN AS SERIOUS PROFESSIONALS AND ADMIT THEY WOULD FAVOR A MALE CANDIDATE

		Strongly Agree	Agree	Disagree	Strongly Disagree	N
In my opinion, departments with more women on their faculties have less prestige than those with fewer	M F	2.2% 2.2	15.8% 23.7	70.3% 44.7	11.7% 28.9	(418) (38)
Female faculty do not publish as much as males in their field	M F	1.3 2.7	26.4 13.6	61.5 48.7	10.8 35.1	(379) (37)
All other things being equal, if confronted with a choice between a male or female candidate for a faculty position I would favor the male	M F	3.3 2.4	44.8 14.2	43.5 54.8	8.4 28.6	(451) (42)
Men in the academic world are generally more career oriented than their female colleagues	M F	7.1 9.1	41.9 34.9	42.7 31.8	8.2 25.0	(475) (44)

However, many faculty members -- women as well as men -- do not view women as serious professionals. Eighteen percent of the men and 26% of the women believe that departments with more women on their faculties have less prestige. (One does not know whether these responses reflect private attitudes or public reality.) Substantial minorities of both men and women believe that women do not publish as much as their male colleagues, and almost half believe that academic men are more career oriented. If faculty members believe that their prestige is enhanced by the productivity of their departmental colleagues and that women are less productive, then they may be reluctant to hire them. In this context, it is noteworthy that nearly half of the male faculty members and one-sixth of the women admitted that, even if all other things were equal, they would choose a male over a female job candidate!

C. Attitudes Toward Faculty Members as Spouses and Parents

1. FACULTY MEMBERS FEEL THAT MEN ARE MORE CAPABLE OF COMBINING MARRIAGE AND CAREER THAN ARE WOMEN

		Strongly Agree	Agree	Disagree	Strongly Disagree	N
Few women are capable of being good wives, mothers, and professionals simultaneously	M F	11.3% 6.8	40.5% 11.4	37.6% 45.5	10.6% 36.4	(470) (44)
Few men are capable of being good husbands, fathers and professionals simultaneously	M F	4.4 4.6	28.5 9.3	47.9 53.5	19.2 32.5	(480) (43)

Although they perceive women as competent colleagues, faculty members feel that women are more frequently handicapped by conflicts between family and career responsibilities than are men. This perception may reflect the reality of existing conditions more than a bias against wives and mothers working, but nevertheless, women were less likely than men to agree that few women are capable of being good wives, mothers and professionals simultaneously. Only one-fifth of the faculty women agreed compared to half of the men. Women were also less likely to think that few men are capable of being good husbands, fathers and professionals simultaneously, although one-third of the men thought this was the case.

2. SOME MEN FEAR NEGATIVE CONSEQUENCES WHEN WIVES WORK

		Strongly Agree	Agree	Disagree	Strongly Disagree	N
The husband of an academic woman is often forced to perform domestic duties that should not be his responsibility	M	2.9%	13.5%	66.3%	17.4%	(415)
	F	0.0	0.0	53.6	46.4	(41)
Husbands and wives who both have faculty positions always end up competing with each other, whether they intend to or not	M	1.6	15.7	71.9	10.8	(427)
	F	0.0	0.0	52.4	37.5	(40)
Professional competition between a husband and wife is bound to be harmful to a marriage	M	4.0	28.6	59.4	8.0	(451)
	F	4.8	14.6	56.1	24.4	(41)
In my opinion, children of working mothers are not as well adjusted as children of non-working mothers	M	9.1	34.7	43.8	12.4	(452)
	F	2.5	15.0	42.5	36.4	(40)

One man in six fears that husbands of academic women would be weighed down with domestic duties, and that faculty husbands and wives would inevitably compete with each other. More substantial minorities believe that professional competition between a husband and wife is bound to be harmful to a marriage, and that children suffer when their mothers work. The fact that many more men than women have these fears suggests that some men feel a strong stake in keeping their wives at home.

3. FACULTY MEMBERS FEEL THAT WOMEN HAVE A RIGHT TO PURSUE INCREASED JOB OPPORTUNITIES

		Strongly Agree	Agree	Disagree	Strongly Disagree	N
Women should hold off making demands until more of the demands of minority group members are met	M F	1.5% 0.0	5.7% 6.9	61.2% 41.9	31.5% 51.2	(470) (43)
In my opinion, in the tight job market such as we have now in the universities, women really have no business pushing for increased job opportunities	M F	2.0 2.3	8.7 2.3	50.9 22.7	38.3 72.7	(493) (44)
Women should be considered for fellowships and other support without consideration of their marital status	M F	23.8 44.2	65.1 48.8	9.9 6.9	1.2 0.0	(495) (43)
Graduate education for women is a poor investment since they often do not use their training	M F	3.2 0.0	26.7 2.3	54.0 50.0	16.0 47.7	(474) (44)

The majority of faculty members do not fear negative consequences to the family, however, and almost all feel that women, regardless of marital status, do have a right to press for greater opportunities even in a tight job market and in competition with minority group members. It is remarkable, nevertheless, that 30% of the male respondents think that graduate education for women is a poor investment because they often do not use their training!

D. Attitudes Toward Institutional Reforms to Alleviate Discrimination Against Women

We have seen that faculty members believe that women are discriminated against and should demand increased opportunities, that they are highly competent colleagues (although many perceive them as less productive than men), and that women are likely to have difficulty combining the roles of wife, mother and professional under existing conditions. What, if anything, are faculty members willing to do to change these existing conditions -- to help women become equal participants in the academic world? Those who prefer reform without conflict will be dismayed by these findings, for faculty members are sharply divided on most feminist proposals for institutional reform, and what is more, they are more likely to have a strong opinion.

1. Reforms that Assist Faculty Members Who are Spouses and Parents

a. FACULTY MEMBERS DIVIDE SHARPLY OVER REFORMS TO ASSIST FAMILIES

		Strongly Agree	Agree	Disagree	Strongly Disagree	N
All faculty should be permitted to hold less than full time appointments without prejudice to eligibility for promotion, tenure, and sabbatical leave	M F	13.9% 28.6	40.1% 45.2	33.2% 26.2	12.8% 0.0	(476) (42)
Faculty members, regardless of sex, should be permitted leaves of absence to take care of young children	M F	10.5 28.6	42.4 33.3	32.1 33.3	15.0 4.7	(474) (42)
Husbands and wives should be able to hold faculty positions in the same department so long as each does not participate in promotional decisions regarding the other	M F	10.4 30.2	37.5 44.2	34.4 13.9	17.6 11.7	(498) (43)
The university should make childcare facilities available to all faculty members and employees who desire them	M F	15.0 28.6	28.0 38.1	35.5 30.9	21.6 2.4	(482) (42)
Provision should be made for paid maternity leave for female faculty	M F	5.8 16.7	30.8 33.3	43.2 42.8	20.2 7.1	(486) (42)

Only half of the male respondents compared to three-quarters of the females believe that faculty members should be granted part-time appointments without penalty or leaves of absence to take care of young children, or that husbands and wives should be able to teach in the same department. Forty-three percent of the men compared to 67% of the women agree that the university should provide childcare services, and

37 compared to 50% agree that female faculty members should receive paid maternity leave. On every reform except the first, more men expressed strong disagreement than strong agreement. Quite the opposite was the case for women, although significant minorities among them also resisted each of the proposals.

b. SUPPORT FOR FAMILY-RELATED REFORMS VARIES WITH MARITAL STATUS

Those who agree with		Never Married		Married		Formerly Married	
		%	#	%	#	%	#
Part-time appointments	M	26.6	15	54.1	447	76.7	30
	F	50.0	12	86.3	22	83.3	12
Leaves of absence	M	18.8	16	53.5	445	65.5	29
	F	25.0	12	77.3	22	81.8	11
University childcare facilities	M	38.6	16	40.9	452	74.2	31
	F	33.3	12	71.4	21	83.4	12

As one would expect, support for these policies is strongly related to marital status. For both men and women, formerly-married respondents (who are now separated, divorced or widowed) are more likely to support reforms facilitating the combination of careers and families than are married faculty members, and the never-married support them least. Within each of these marital categories, women are far more likely to favor change than are men. Divorced men are particularly supportive of reform, however, to an extent equal to married women and far surpassing never-married women. It appears that men who, by virtue of their own life experiences assume responsibilities traditionally assigned to women, especially appreciate the need for policies that permit the combination of professional and familial responsibilities.

c. SUPPORT FOR MODIFYING NEPOTISM REGULATIONS VARIES WITH MARITAL STATUS

Those who agree with		Never Married		Married		Formerly Married	
		%	#	%	#	%	#
Modifying nepotism regulations	M	35.3	17	47.5	466	27.8	31
	F	58.3	12	85.7	21	84.7	13

Half of the men compared to three-quarters of the women favor employing husbands and wives in the same department. Although the restrictions on nepotism technically affect both men and women, in fact, women generally must make the career sacrifices. Again, support for this policy varies with the personal situation of the respondent. Half of the married men, one-third of the never-married, and only one-quarter of the formerly-married men favor modifying nepotism regulations. Among women, however, the level of support is much higher, especially among the married and formerly-married who would be most directly affected.

d. SUPPORT FOR MODIFYING NEPOTISM REGULATIONS INCREASES WITH SPOUSE'S EDUCATION

Those who agree with		High School, Some College		BA		MA		PhD	
		%	#	%	#	%	#	%	#
Modifying nepotism regulations	M	34.9	129	49.4	182	51.7	118	73.2	41
	F	*	2	*	0	85.7	7	93.3	15

What about those married men who have so little enthusiasm for relaxing nepotism regulations? Are they trying to thwart their wives' ambitions? Our data suggest a somewhat more charitable interpretation. Among male faculty members whose wives have a PhD, nearly three-quarters support changing nepotism regulations. (Fourteen of the fifteen female respondents whose husbands have a PhD favor the change!) Male faculty whose wives have an MA degree or less provide little support for the change, however, and they constitute nine-tenths of the sample of married males. Again, those who are directly affected by existing restrictions are most likely to want to change them.

2. Reforms that Create Equitable Practices of Recruitment and Advancement

FACULTY MEMBERS SUPPORT POLICIES CREATING EQUITABLE PRACTICES OF RECRUITMENT AND ADVANCEMENT

		Strongly Agree	Agree	Disagree	Strongly Disagree	N
Persons with lectureships or research appointments should be periodically reviewed for advancement to assistant professorships or higher	M F	15.5% 32.5	63.7% 55.8	16.0% 9.3	4.8% 2.4	(458) (43)
When faculty positions become open, they should always be listed publicly in the official organs of professional associations so that all interested persons have an opportunity to apply	M F	22.6 54.6	47.1 38.1	25.6 6.8	4.7 0.0	(486) (42)
Age should not be a criterion in admitting men or women to graduate school or considering them for faculty positions	M F	14.3 33.3	37.0 28.6	40.5 33.3	8.1 4.7	(491) (42)

Because so many faculty women have been relegated to non-ladder positions and passed over when regular faculty appointments are made, it is important to create opportunities for movement out of these positions.

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* Numbers too small to show percentages.

Large majorities of faculty members believe that persons in non-ladder positions should be reviewed regularly for possible advancement. Large majorities also favor listing all faculty openings publicly so that all interested persons have an opportunity to apply. Much less support exists for admitting older persons to graduate school or initial faculty appointments, a policy that particularly affects those women who have postponed their careers until after their child-rearing years.

3. Reforms that Place Women in Positions of Authority

WOMEN SUPPORT REFORM IN ACADEMIC POLICY-MAKING MORE STRONGLY THAN MEN

		Strongly Agree	Agree	Disagree	Strongly Disagree	N
A standing committee on the Status of Women at Davis should be appointed to report annually on the progress of the campus in achieving equality of opportunity for women	M F	10.1% 27.9	42.8% 44.2	36.5% 18.6	10.5% 9.3	(474) (43)
Women should be represented on all Senate committees that have major responsibilities for academic policy	M F	14.4 41.5	37.9 34.2	37.6 22.0	10.1 2.5	(466) (41)
Women should be included on every departmental committee of graduate admissions	M F	3.3 20.0	25.6 35.0	56.6 45.0	14.5 0.0	(456) (40)
A Department of Women's Studies should be organized at Davis if there is a demand for it	M F	3.2 7.1	26.3 21.4	40.7 38.1	29.9 33.3	(472) (42)

Three-quarters of the female faculty but only half of the male faculty feel that women should be represented on all major Senate policy-making committees, and that a standing committee on the Status of

Women at Davis should be appointed to oversee the achievement of equality of opportunity for women. Fifty-five percent of the women compared to 30% of the men feel that women should be included on all departmental committees of graduate admissions (of course, each department would need female faculty members for this). Only 30% of both men and women favor organizing a Department of Women's Studies at Davis similar to those organized at some other colleges and universities, even if there is a demand for it, and one-third of the faculty women (slightly more than the men) disagree strongly with the idea.

4. Reforms that Overcome Past Discrimination Against Women

EXCEPT WHEN THE ISSUE OF MALE OPPOSITION IS RAISED, FEW FACULTY MEMBERS FAVOR SPECIAL RECRUITMENT OF WOMEN

		Strongly Agree	Agree	Disagree	Strongly Disagree	N
Departments should actively seek women faculty members even when some male faculty are opposed to the idea	M F	10.5% 29.3	43.0% 48.8	38.6% 22.0	7.9% 0.0	(461) (41)
It is important for female students to have female faculty to turn to	M F	4.6 13.9	36.5 48.8	51.6 27.9	7.3 9.3	(461) (43)
Departments with small percentages of women graduate students should actively recruit more women	M F	4.0 14.9	20.8 22.5	61.7 60.0	13.5 2.5	(476) (40)
Female applicants for faculty positions should be sought out and given preference until their numbers on the faculty approximate the number of women trained in the field	M F	3.7 21.5	14.0 30.9	53.9 40.4	28.4 7.1	(486) (42)

Over half of the male respondents and over three-quarters of the females agree that departments should actively seek women faculty even when some male faculty are opposed to the idea, but once the issue of the unfairness of male opposition is removed, support for the active recruitment of women plummets. Only 25% of the men believe that departments with small percentages of women graduate students should actively recruit others, and only 18% believe that female applicants for faculty positions should be sought out and given preference until their numbers on the faculty approximate the number of women trained in the field! It is interesting that slightly over half of the female faculty members favor preferential hiring of faculty women but only 37% of them favor active recruitment of women graduate students. Whereas high proportions of men strongly disagree with preferential hiring, high proportions of women strongly agree.

Preferential recruitment of graduate and faculty women to overcome past discrimination is the policy that receives the least support of all the policies in the survey. Yet, nationwide, the number of "affirmative action" programs to encourage hiring of racial minorities and women is growing, and such programs are increasingly seen as legitimate and effective means for correcting long histories of direct and indirect discrimination. As a result of legal actions throughout the United States, affirmative action programs are being developed by a number of colleges and universities who seek to avoid the penalty of withdrawal of federal funds for non-compliance with the 1968 Executive Order 11375 prohibiting federal contractors from discriminating on the basis of sex. Yet such a program receives the support of only one-fifth of male faculty members at Davis and one-third of the female faculty.

Active recruitment and preferential hiring does not mean that "quality will be sacrificed" or that "women with fewer qualifications will be hired over men with more," as so many insist. It does mean that where qualifications (always difficult to determine precisely) are relatively equal, preference must be given to female rather than male candidates until equitable ratios of men and women are achieved.

Active recruitment of female graduate students is also necessary to overcome a history of discrimination. Past numbers of female applicants for graduate programs may themselves reflect discriminatory practices and should not be used by departments as an excuse for the underrepresentation of women. Programs for bringing minority students into graduate schools show how quickly the number of qualified applicants grows when word spreads that departments are truly interested in finding and encouraging such students.

"Why can't a woman be more like a man!" This seems to sum up faculty attitudes toward academic women and institutional reform at Davis. Respondents are very willing to acknowledge women's competence in the performance of academic duties and to deplore the existence of discrimination against highly qualified females. But policies that draw attention to women as women meet with resistance. Although they acknowledge that women have special difficulties in combining the roles of wife, mother and professional under existing conditions, approximately half of the male faculty members and from one-quarter to one-third of the females are not willing to support proposals for university sponsored childcare centers, part-time employment without penalty, or leaves of absence to take care of young children -- all proposals that would reduce these difficulties. There is even less support for paid maternity leave.

Many faculty members do not recognize that women have an important role to play as women on university policy-making committees or in departments as authorities about themselves. And fewer than one male in five believes that female applicants for faculty positions should be sought out and given preference until their numbers on the faculty approximate the numbers of women trained in the field.

In the next section, we will pinpoint some groups among the Davis faculty that recognize the need for institutional responsiveness to women's rights. Unfortunately we will also find that these groups are numerically small and relatively powerless.

III. DETERMINANTS OF FEMINISM

We have seen how male and female faculty members as a whole have responded to individual statements concerning the role of women in academic life and to proposals for institutional reform. But among what groups in the Davis faculty is support for the equal participation of women most likely to be found?

To answer this question, we condensed the data into a simplified "feminism index." Persons scoring high on the feminism index hold favorable attitudes toward women as professionals and toward institutional reforms supporting equal participation by women. The index was constructed by coding the answers to 27 attitude and policy statements for each respondent so that the "least feminist" response received one point, the next, two, the next, three and the "most feminist," four points.* Each person was then assigned a total feminism score out of a maximum of 100 points and a minimum of 25 points, based only on those questions among the 27 that he or she had answered. The mean feminism score for the sample of 605 faculty members was 63.1 with a standard deviation of 10.5. Group scores above 62.5 show pro-feminist leanings and scores below 62.5 are anti-feminist.

In the section that follows, the relation between feminism scores and such variables as sex, age, family background, current family status, position in the university, and political identity are explored. The most pro-feminist groups are found to be women, young faculty members, divorced men and women, men with highly educated wives, and persons who consider themselves to be "left liberal" or "radical" politically.

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* Fifteen items on which there was little difference of opinion across the faculty were excluded from the index, along with three additional items for which a clear interpretation of pro- and anti-feminism was not possible.

A. Sex

WOMEN ARE MORE PRO-FEMINIST THAN MEN

Sex	Number	Percent of Total	Average FEMINISM SCORE
Male	525	91.9	63
Female	47	8.2	73
	572*	100.0	Range = 10

As we have seen, the 47 female respondents comprising 8% of the total sample responded more favorably to the feminist issues raised in the questionnaire than did the 525 males. Their average feminism score was 73 compared to 63 for men, one of the larger differences found between groups.

B. Age

YOUNGER FACULTY MEMBERS ARE MORE PRO-FEMINIST THAN OLDER MEMBERS

Age	Number	Percent of Total	Average FEMINISM SCORE
Males			
20-29	32	6.2	68
30-39	189	36.3	64
40-49	159	30.6	63
50-59	103	19.8	61
60+	37	7.1	59
	490	100.0	Range = 9
Females			
20-29	3	6.5	76
30-39	20	43.5	74
40-49	15	32.6	73
50-59	4	8.7	68
60+	4	8.7	77
	46	100.0	Range = 9

* Numbers do not add to 605 because some respondents did not provide information on sex, age, rank, etc.

Younger faculty members are more pro-feminist than older faculty members, with the exception of the very small number of female professors over the age of 60 whose group average is the highest of them all!

C. Family Background

1. Education of Father and Mother

ONLY WOMEN'S ATTITUDES ARE AFFECTED BY THEIR PARENTS' EDUCATIONAL ATTAINMENT

Education of Father	Number	Percent of Total	Average FEMINISM SCORE
Males			
High school	276	53.1	63
Some college	70	13.5	62
BA or equivalent	77	14.8	63
MA or equivalent	54	10.4	62
PhD or equivalent	41	8.0	64
	518	99.8	Range = 2
Females			
High school	17	36.9	70
Some college	6	13.1	73
BA or equivalent	7	15.2	72
MA or equivalent	9	19.5	77
PhD or equivalent	7	15.2	79
	46	99.9	Range = 9

Education of Mother	Number	Percent of Total	Average FEMINISM SCORE
Males			
High school	295	56.9	63
Some college	98	19.0	62
BA or equivalent	89	17.2	63
MA or equivalent	31	6.0	65
PhD or equivalent	4	0.8	64
	517	99.9	Range = 3
Females			
High school	19	42.2	71
Some college	9	20.0	70
BA or equivalent	13	28.9	77
MA or equivalent	4	8.9	78
PhD or equivalent	0	0.0	-
	45	100.0	Range = 8

Surprisingly, the educational attainment of their parents has no effect upon male faculty members' feminist attitudes. However, those female faculty members whose mothers received at least a BA or whose fathers received an MA or PhD are significantly more pro-feminist than those whose parents had less education. It is interesting to note that parents of female faculty members were more likely to have post-graduate training than the parents of males.

2. Employment of Mother

FACULTY MEMBERS WHOSE MOTHERS ALWAYS WORKED ARE MORE PRO-FEMINIST THAN THOSE WHOSE MOTHERS WORKED SOMETIMES OR NEVER

"Was your mother employed when you were living at home?"

Employment of Mother	Number	Percent of Total	Average FEMINISM SCORE
Males			
Yes, always	50	9.7	67
Yes, sometimes	155	30.1	63
No, never	309	60.1	62
	514	99.9	Range = 5
Females			
Yes, always	6	12.8	78
Yes, sometimes	16	34.0	73
No, never	25	53.2	73
	47	100.0	Range = 5

The majority of Davis professors grew up in families in which the mother was never employed outside the home. Faculty members whose mothers were always employed hold somewhat more pro-feminist attitudes than those whose mothers worked sometimes or never.

D. Marital Status

FEMINISM VARIES WITH MARITAL STATUS FOR BOTH MEN AND WOMEN

Marital Status	Number	Percent of Total	Average FEMINISM SCORE
Males			
Never married	17	3.3	58
Married	474	90.8	63
Divorced	23	4.4	71
	514	98.5*	Range = 13
Females			
Never married	12	25.5	64
Married	22	46.8	74
Divorced	10	21.3	81
	44	93.6*	Range = 17

Nine-tenths of the men in the sample are married but fewer than half of the women. Yet for both sexes the relation between marital status and feminism is consistent: those who never married are least feminist, those who are married are more feminist, and those who are divorced are the most feminist.

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* 1.5% of the males (8) and 6.4% of the females (3) are separated or widowed.

1. Wife's Education

HUSBANDS OF HIGHLY EDUCATED WIVES ARE MORE PRO-FEMINIST

Education of Wife*	Number	Percent of Total	Average FEMINISM SCORE
High school	36	7.6	59
Some college	91	19.4	59
BA or equivalent	186	39.6	62
MA or equivalent	116	24.7	65
PhD or equivalent	41	8.7	71
	470	100.0	Range = 12

Male faculty members whose wives have PhD degrees are far more feminist than those whose wives do not, but they make up less than 10% of the sample of married men.

2. Wife's Employment

HUSBANDS OF WORKING WIVES ARE SLIGHTLY MORE PRO-FEMINIST

"Is your spouse employed now?"

Employment of Wife*	Number	Percent of Total	Average FEMINISM SCORE
Yes, full time	78	16.7	64
Yes, part time	87	18.6	66
No	303	64.6	61
	468	99.9	Range = 5

Only one-third of the wives of faculty members in the sample are currently employed outside the home. Their husbands' attitudes are slightly more pro-feminist than the attitudes of men whose wives do not work.

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* Answered by married males only.

E. School or College

THE LETTERS AND SCIENCE FACULTY IS MORE PRO-FEMINIST THAN THE FACULTIES OF THE OTHER SCHOOLS AND COLLEGES (EXCEPT FOR LAW)

School or College	Number	Percent of Total	Average FEMINISM SCORE
Males			
Law	6	1.2	70
Letters & Science	198	39.5	66
Medicine	63	12.5	64
Engineering	41	8.2	62
Veterinary Medicine	42	8.3	60
Agriculture	152	30.3	60
	502	100.0	Range = 10
Females			
Law	0	0.0	-
Letters & Science	22	48.9	76
Medicine	2	4.4	*
Engineering	0	0.0	-
Veterinary Medicine	2	4.4	*
Agriculture	19	42.2	73
	45	99.9	Range = 3

Forty percent of the sample are faculty members in Letters and Science, 30% are in Agriculture, and another 30% are in the four professional schools. If one foregoes generalization about the Law faculty because of the small number of respondents, then the Letters and Science faculty is the most pro-feminist, followed in order by Medicine, Engineering, and (tied for last place) Veterinary Medicine and Agriculture.

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* Numbers too small to report scores.

F. Academic Rank

1. SUPPORT FOR FEMINIST ISSUES DECLINES WITH INCREASING ACADEMIC RANK

Academic Rank	Number	Percent of Total	Average FEMINISM SCORE
Males			
Lecturer	40	7.9	66
Assistant Professor	134	26.5	65
Associate Professor	100	19.8	63
Full Professor	231	45.7	61
	505	99.9	Range = 5
Females			
Lecturer	19	41.3	78
Assistant Professor	13	28.3	73
Associate Professor	6	13.1	67
Full Professor	8	17.3	69
	46	100.0	Range = 11

Support for feminist issues declines with increasing academic rank. In other words, lecturers and assistant professors are more pro-feminist than are associate and full professors who comprise the largest proportion of the faculty. Note that 41% of the females in the sample but only 8% of the males hold the rank of Lecturer! And the women Lecturers, presumably only too conscious of the problems associated with their low rank, are considerably more supportive of reform than are higher ranking women.

Because associate and full professors wield much more influence over university governance than other ranks, it is particularly relevant to examine their attitudes toward female faculty and toward various reforms. Interestingly, associate and full professors differ little from assistant professors in their perception that discrimination against women exists, that female faculty are competent colleagues but less professionally motivated than men, and that women encounter difficulties in combining careers and families. They do differ in their attitudes toward policies affecting women, however.

In order to examine these attitudes, policies have been grouped according to the individual and group rights that they imply:

Individual Rights

(a) The right of all interested and eligible candidates to be considered for an appointment.

(b) The right of all candidates to be considered on the basis of their qualifications without regard to age, marital status, and family responsibilities.

(c) The right of faculty members to receive assistance in combining their professional and familial obligations.

Group Rights

(a) The right of women to representation on advisory and policy-making bodies.

(b) The right of women to representation on screening bodies.

(c) The right of women to the use of university facilities for the study of women.

(d) The right of women to equitable membership in the student body and on the faculty of the university.

2. SUPPORT FOR BOTH INDIVIDUAL AND GROUP RIGHTS DECLINES WITH ACADEMIC RANK

Individual Rights	Percent Who Agree With Policy			
	Lecturers (59)	Assistant Professors (147)	Associate Professors (106)	Full Professors (239)
The right of all interested and eligible candidates to be considered for an appointment by:				
Periodically reviewing Lecturers for advancement	93.0	86.7	73.9	76.4
Publicly listing available positions	91.0	78.4	72.4	60.9
The right of all candidates to be considered on the basis of their qualifications without regard to age, marital status, and family responsibilities by:				
Granting part-time appointments without penalty	72.0	61.9	59.0	49.1
Modifying nepotism regulations	60.4	62.6	50.0	42.4
Considering applicants regardless of age	78.9	61.9	52.9	39.5
The right of faculty members to receive assistance combining their professional and familial obligations by:				
Permitting leaves of absence for childcare	73.7	61.3	55.4	43.2
Providing university-sponsored childcare facilities	58.6	60.9	45.7	31.3
Granting paid maternity leave	43.6	44.8	39.8	31.3

Group Rights	Percent Who Agree With Policy			
	Lecturers (59)	Assistant Professors (147)	Associate Professors (106)	Full Professors (239)
The right of women to representation on advisory and policy-making bodies by:				
Creating a standing committee on the status of women	64.9	63.8	59.0	45.8
Placing women on all major Senate policy-making committees	67.3	62.9	55.6	43.8
The right of women to representation on screening bodies by:				
Including women on all departmental graduate admissions committees	51.8	39.0	26.6	24.0
The right of women to the use of university facilities for the study of women by:				
Creating a Department of Women's Studies	40.8	36.5	25.8	26.9
The right of women to equitable membership in the student body and on the faculty of the university by:				
Active recruitment of graduate women	38.9	31.5	19.0	23.6
Active recruitment and preferential hiring of faculty women	30.3	22.7	18.4	18.7

It is important to realize that the individual rights identified apply to both male and female faculty members, but affect women much more than men. Faculty members support individual rights more than they support women's group rights. This, of course, is consistent with the individualistic ethos of the university which is supposed to distribute rewards on the basis of individual merit. Only recently, with studies showing conclusively that universities, like other institutions, have not lived up to this ideal, have various minorities demanded recognition of their rights as a group.

In general, faculty members are most favorable toward those policies that preserve their decision-making authority intact and least supportive of those policies that set conditions upon how they can exercise it. In other words, more faculty members support policies that bring eligible candidates to their attention and expand the pool of eligible candidates while leaving the decision as to who is hired and what policies should apply to women in their hands. Fewer support policies requiring consultation with women about matters affecting women (on advisory, policy-making and screening committees) or developing expertise about women in a department devoted to women's studies, and fewer still support policies requiring departments to prefer women over equally qualified men until the number of women graduate students and faculty reach equitable proportions within the department.

Full professors appear to be most zealous in guarding their decision-making authority; the only right a majority of them support is that of considering all interested candidates for an appointment. A majority of associate professors recognize this right plus the right of all candidates to be considered on the basis of their qualifications without regard to age, marital status, and family responsibilities.

(Their support for permitting leaves of absence for childcare, like their support for granting part-time appointments without penalty, is taken to indicate that they feel family responsibilities should not bar employment.) A majority of associate professors also recognize the right of faculty women to representation on advisory and policy-making bodies. Interestingly, they are much more willing to see women represented on university decision-making bodies than on departmental admissions committees. A majority of assistant professors recognize these rights plus the right of faculty members to receive assistance in combining their professional and familial obligations, but significantly, they do not support granting women faculty members the individual right of paid maternity leave. Only among lecturers does a majority recognize the right of women to representation on screening committees. Among none of the ranks does a majority recognize the right of women to use university facilities for a Department of Women's Studies, or the right of women to equitable membership in the student body and on the faculty of the university. In general, faculty members are more likely to support those policies that affect current and potential faculty members as individuals and less likely to support those that benefit women as a group. In particular, tenured faculty, who have the most influence within the university, are least inclined to constrain their own authority in order to increase equality for women within the university.

G. Political Identity

1. FEMINIST ATTITUDES ARE POWERFULLY LINKED TO POLITICAL ATTITUDES

"Generally speaking, how do you consider yourself politically?"

Political Identity	Number	Percent of Total	Average FEMINISM SCORE
Somewhat conservative	99	18.4	56
Middle-of-the-road	216	40.0	62
Left liberal	207	38.3	68
Radical	17	3.2	78
	539	99.9	Range = 22

Finally, faculty members' attitudes toward feminist issues are powerfully linked with their political identities. It may not be surprising to learn that feminism is one among a number of political issues about which most men and women have definite opinions, but it is surprising to learn the extent to which political identity affects feminism scores.

Only three faculty members identified themselves as "very conservative" and so their responses are combined with those calling themselves "somewhat conservative." Together the group's average feminism score was 56. The numerous "middle-of-the-road" and "left liberal" faculty members scored 62 and 68, respectively, and the small group of "radical" faculty members scored a high 78.

To some it may be distressing that political identification and feminist attitudes are so closely intertwined, but egalitarian issues have always divided the right and the left in this country, and the content of liberalism and conservatism is continually changing. Issues that today divide radicals and conservatives frequently become tomorrow's status quo. Hopefully, feminist issues are in the midst of such a movement along the spectrum of political opinion.

2. SUPPORT FOR INDIVIDUAL AND GROUP RIGHTS VARIES WITH POLITICAL IDENTITY

Individual Rights	Percent Who Agree With Policy			
	Conservatives (99)	Middle-of Roaders (216)	Left Liberals (217)	Radicals (17)
The right of all interested and eligible candidates to be considered for an appointment by:				
Periodically reviewing Lecturers for advancement	84.0	80.1	86.6	82.3
Publicly listing available positions	61.7	70.8	75.1	94.1
The right of all candidates to be considered on the basis of their qualifications without regard to age, marital status, and family responsibilities by:				
Granting part-time appointments without penalty	40.2	54.1	66.7	76.5
Modifying nepotism regulations	41.0	50.2	58.3	64.6
Considering applicants regardless of age	47.8	53.8	54.4	53.9
The right of faculty members to receive assistance combining their professional and familial obligations by:				
Permitting leaves of absence for childcare	29.8	49.3	68.6	81.3
Providing university-sponsored childcare facilities	13.9	40.4	63.8	81.3
Granting paid maternity leave	11.7	28.2	56.3	82.3

Group Rights	Percent Who Agree With Policy			
	Conservatives (99)	Middle-of-Roaders (216)	Left Liberals (217)	Radicals (17)
The right of women to representation on advisory and policy-making bodies by:				
Creating a standing committee on the status of women	29.9	46.1	73.2	88.3
Placing women on all major Senate policy-making committees	34.7	48.5	65.6	93.8
The right of women to representation on screening bodies by:				
Including women on all departmental graduate admissions committees	16.1	22.8	45.5	62.6
The right of women to the use of university facilities for the study of women by:				
Creating a Department of Women's Studies	24.4	25.8	34.4	82.3
The right of women to equitable membership in the student body and on the faculty of the university by:				
Active recruitment of graduate women	9.6	19.0	40.5	66.7
Active recruitment and preferential hiring of faculty women	9.5	11.4	33.4	68.8

A majority of conservatives recognize only the individual right of all interested and eligible candidates to be considered for an appointment. A majority of middle-of-the-roaders recognize this right plus the right of all candidates to be considered on the basis of their qualifications without regard to age, marital status, and family responsibilities. A majority of the liberals recognize these plus the right of faculty members to receive assistance combining their professional and familial obligations and the right of women to representation on advisory and policy-making bodies. Only radicals recognize all of the rights including the right of women to representation on screening committees, to the use of university facilities for women's studies, and to equitable membership on the student body and on the faculty of the university.

Conservative faculty members differ most from other faculty members over the issues of university financed childcare centers and maternity leave. Apparently they believe that family and professional responsibilities should be strictly separated. Conservative and middle-of-the-road faculty members differ most from liberals and radicals over family assistance and group rights policies. Like radicals, liberals believe that women should be represented on university committees, but they are significantly less likely to support positive efforts to overcome inequities in the proportion of women graduate students and faculty. In their personal attitudes, faculty members have obviously not caught up with policy trends on the national level where minorities have successfully established the legitimacy of using statistical ratios to prove the existence of discrimination. Because these victories are recent, it can still be hoped that faculty members will gradually reduce their resistance to group rights as local and national leaders begin to convince them of their legitimacy and usefulness.

CONCLUSIONS

Do faculty members at Davis believe that academic women experience discrimination? Are they prejudiced against women as colleagues? Do they support the removal of institutional barriers that now force women into marginal positions or out of the academic profession altogether?

Some faculty members are prejudiced against women, as their responses to the questions in the survey reveal. For example, some view the typical female faculty member as more emotional than logical, more irrational than rational, and not as capable of critical thinking as a man. However, most faculty members do view women as competent colleagues, easily able to handle their professional obligations as long as family responsibilities do not interfere. But in comparing men and women, almost half believe that women are less committed to a professional career, and large minorities believe that they are less productive and have greater difficulty in combining the roles of spouse, parent and professional simultaneously. Of course, some of these perceptions are not necessarily prejudices but may simply reflect the reality of existing handicaps that women experience when they pursue academic achievement.

What is dismaying about the responses to the survey is that few faculty members perceive women's handicaps as problems requiring institutional solutions. Large majorities acknowledge that women generally experience career discrimination, but many fewer believe that women in their own field are discriminated against and thus they do not support reforms substantially revising recruiting practices and eligibility criteria. The majority perceives that women have difficulty in being wives, mothers and professionals simultaneously, yet many strongly resist measures to provide assistance to faculty members for child care. Many also resist placing women in crucial policy-making positions where they could tackle these problems directly and set up procedures for correcting past inequities against women as a group.

It is this notion of group rights that is most alien to the faculty. While they acknowledge the rights of individuals, they balk at granting women as a group the right to be represented on all major advisory, policy-making and screening committees or to equitable membership in the student body and on the faculty of the university. Almost half of the men and over one-quarter of the women even balk at creating a standing committee on the Status of Women at Davis to report annually on the progress of the campus in achieving equality of opportunity for women!

Although little conclusive evidence yet exists that enactment of the reforms examined in this survey -- the reforms that feminist groups throughout the country have demanded -- would greatly increase the representation of women on university faculties, a number of studies do show that women students and faculty feel professionally discouraged by current policies that deny them, among other things, part-time employment, paid maternity leave, leaves of absence for child care, and the right to teach in departments where their husbands teach. Whether or not current policies are intended to discriminate against women, they add up to a strong pattern of institutional sexism against which women are forced to struggle.

Many faculty members believe that existing practices are fair and non-discriminatory. In response to an open-ended question in the survey, "In your opinion, what is the current mood among your colleagues in the department about seeking and/or hiring women in regular faculty positions?", most faculty members declared in one form or another, "Sex is irrelevant. We consider everyone on the basis of their qualifications and hire the best person we can get." (Or they evade the question by pointing out that their department is not hiring anyone.) In response to another question, respondents overwhelmingly replied that when they hire new faculty members, they look for excellence in teaching or research, strength in the department's particular area of specialization, or someone who can "balance out" the department and fill in the gaps in the major fields. Very few add that they they also take into account the race, sex or political identification of the candidate (yet over half of the male respondents agreed that if confronted with a choice between equally qualified male and female candidates they would prefer the male).

These responses, of course, are what one would expect from persons who are not aware that they are discriminating. But we submit that faculty members are being discriminatory when they aver that sex is irrelevant, because only when faculty members become self-conscious about the ways in which existing practices do handicap women can they begin to eliminate discrimination against women. Existing practices, while they may fulfill the technical requirements of equality of opportunity, have not produced and cannot produce equality of representation, or result.

It is unfortunate that those who are most committed to reforms that assist women in becoming equal participants in the academic world are the least powerful or numerous in the university community. Given their small numbers at the present time, women alone can hardly be expected to bring about the necessary changes, however intensely they feel. Younger faculty members and nontenured professors exercise no great influence; divorced males are empathetic but rare, about as rare as men who are married to women with PhDs. Thus, if reforms are made, they are as likely to come from outside pressures as from the efforts of those individuals in the university who are most directly affected, although these individuals may exercise considerable leadership.

In an institution such as a university which is dedicated to excellence judged by universal standards, evidence that these standards are biased in application is disorienting and aggravating to those who uphold them. In this context, the association between political identity and feminist attitudes takes on a new significance. Ultimately, the disposition of feminist reforms may depend upon the assimilation of new perspectives on egalitarianism and how it is achieved.

In this report we have tried to show that women are unduly handicapped by policies that technically apply equally to men and women but in fact adversely affect women's ability to pursue professional ambitions. We are suggesting that instead of raising a series of hurdles before women and welcoming those who surmount them, the university community should start with different assumptions: first, that women are as capable as men of doing competent academic work; second, that many more women would be motivated to pursue an academic career if they were not systematically discouraged from that course; and third, that if women are underrepresented in the university, it is because the university's policies and practices work against them. As long as unequal results are apparent in the representation of men and women at different levels of professional status within the university, the university community will know that its policies are discriminatory and that it should take steps to correct them.

PART V

WOMEN MARRIED TO FACULTY MEMBERS:

A SURVEY OF ATTITUDES AND OPINIONS

Ruth B. Dixon
Judith V. May

INTRODUCTION

How do wives of faculty members at UC Davis perceive the role of women in academia? What responsibilities do they assign to the university for meeting the needs of working women? Do their views more closely resemble those of their husbands or of female faculty members?

What special problems do women married to faculty members confront in their own lives at Davis? Does the university community provide opportunities for their involvement in activities outside the home? Does it provide worthwhile employment? Does the community fully utilize the training and talents of this highly educated group of women?

To find out, we mailed questionnaires (similar to those sent to faculty members and discussed elsewhere in this report) to a random sample of 200 faculty wives.*† Three women could not be contacted, and of the remaining 197, 126 returned their questionnaires, giving a response rate of 64%. However, two questionnaires arrived too late to be included in the analysis, leaving a total sample of 124 women.

In general, the responses reveal that faculty wives are more feminist than male faculty members on the subject of women in academia, but are less feminist than the female faculty members. Their intermediate position on these issues holds with remarkable consistency throughout all but two of the attitude and policy questions asked in the survey, as well as in their assessment of what a "typical female faculty member" is like.

Wives of faculty members represent a tremendously valuable resource to the community, for, as we shall show, over three-quarters are college graduates and one-third have advanced degrees. Most of these women, aside from raising their children, are actively involved in various cultural, service-oriented and political organizations upon which the community depends.

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* Several respondents objected to the term "faculty wife" as a demeaning one because it identifies women only in their relation to a man and not as individuals. However, in the interests of avoiding excessive repetition of the phrase "women married to faculty members," the term is used occasionally in this report.

† See Appendix 2.

Most wives perceive a number of obstacles to their working or being in school. Only one woman in three is employed and only one in ten works full time. Among those who do work, 40% complain that their jobs do not make full use of their education, training, or talents. Because over two-thirds of the wives who are not now employed said they would like to be working if they could find an interesting job, especially if it were part-time, one gets the impression that much of the energy devoted to community activities is a consequence of the somewhat restricted availability of professional employment for women in or near Davis.

While most women express general satisfaction with the situation of faculty wives at Davis and suggest no improvements, others are keenly aware that the lack of employment opportunities and childcare services, among other factors, inhibits the full utilization of their interests and skills.

I. ATTITUDES ABOUT ACADEMIC WOMEN AND INSTITUTIONAL REFORM

As a group, wives of faculty members hold more favorable attitudes toward academic women than do their husbands on all major issues considered in the survey; the differences are slight on some issues and great on others.

First, their image of what a "typical female faculty member" is like tends to come closer to the more favorable description given by women professors themselves, and closer to the traits considered appropriate for "an ideal faculty member of either sex."

Second, compared to faculty men, wives are more likely 1) to acknowledge the existence of discrimination against women; 2) to believe that women are as capable as men of intellectual achievement; 3) to view women as competent and serious professionals; and 4) to doubt that women's employment is likely to harm the marriage or the children.

Third, women in the sample are also more likely than male professors to support policy changes in the university that would recognize 1) the rights of women as individuals to consideration for academic appointments without regard to age, marital status or family responsibilities, and to assistance from the university in combining their professional and familial obligations; and 2) the rights of women as a group to representation on all major university committees, to the use of university facilities for the study of women, and to equitable membership in the student body and on the academic staff.

However, wives hold slightly less favorable attitudes toward academic women than do the academic women themselves. Their opinions as a group generally fall between those of men and women on the university faculty.

A. Images of the "Typical Female Faculty Member"

MEDIAN RANKINGS ON A SIX-POINT SCALE OF PAIRED ATTRIBUTES

Attributes of the "Typical Female Faculty Member"† 1..........................6	Median Rankings By		
	Male Faculty (505)*	Faculty Wives (124)*	Female Faculty (44)*
Open..................Closed	3.4	2.8	2.4
Ambitious........Unambitious	2.7	2.3	2.3
Cooperative......Competitive	3.2	3.0	2.9
Demanding..........Accepting	3.4	3.4	3.8
Feminine...........Masculine	3.0	3.1	2.8
Passive...........Aggressive	4.2	4.4	4.1
Tense....................Calm	3.3	3.8	3.9
Emotional............Logical	3.7	4.1	4.6
Dependent........Independent	4.4	4.9	4.9
Irrational..........Rational	4.3	4.9	4.9
Unproductive......Productive	4.5	4.9	4.9

How do women married to Davis professors describe the "typical female faculty member"? How does this image compare with the image that male and female faculty members hold of the "typical female faculty member" and of the "ideal faculty member of either sex"?

Respondents were given a list of paired attributes and asked to check the point on the six-point scale between them that corresponds to their image of a typical female faculty member for that attribute. For example, for the pair, "open...closed," a respondent who regards female faculty members as extremely open would check the space marked "1" on the scale. The table shows the median rankings for each of these attributes given by male and female faculty members and by faculty wives. For the purposes of this table, the scale between the attributes is treated as if it were a continuous one with fine gradations from 1 to 6 rather than a discrete one with options for checking only 1, 2, 3, 4, 5 or 6. Using this method of analyzing the data, we can see that the median point for male faculty members for the attribute of openness is 3.4. This means that half of the faculty regard the typical female faculty member as more open than this, and half more closed. Comparing their view with those of female faculty and faculty wives, we can see that both groups of women regard the typical female faculty member as more open than the male faculty members do, and more open than closed, for their medians are 2.4 and 2.8 respectively.

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* Numbers refer to the total of each category in the samples; on these items there was a non-response rate of approximately 20% for male faculty members, 28% for female faculty members, and 23% for wives.

† Underlined traits are preferred in "the ideal faculty member of either sex."

Most faculty members, whether male or female, believe that the ideal faculty member of either sex should be extremely open and highly ambitious and cooperative. Faculty wives more nearly share the viewpoint of female faculty members who find themselves more open, ambitious and cooperative than men do. All three groups find female faculty members slightly more accepting than demanding, a balance generally regarded as ideal.

Evidence internal to the questionnaire shows that respondents who score the typical female faculty member high on femininity tend to be more pro-feminist on other issues than those who score her on the masculine side of the scale. Faculty wives, like their husbands, regard the typical female faculty member as slightly less feminine, on the average, than do faculty women themselves.

Male and female faculty members prefer moderate amounts of aggression and calmness in the ideal faculty member. Thus, when wives find the typical female faculty member slightly more aggressive than do male and female faculty members themselves, they are assigning an attribute considered desirable in a faculty member. Wives believe that female faculty members are about as calm as female faculty members say they are.

Finally, faculty members believe that the ideal professor should be extremely logical, independent, rational, and productive. Wives rank faculty women higher on these qualities than their husbands do and as high as faculty women do themselves.

In sum, faculty wives believe that female faculty members more closely approach the ideal than male faculty members do, but they regard female faculty members slightly less favorably than women faculty regard themselves.

B. Attitudes Toward Academic Women

ATTITUDES ABOUT WOMEN IN GENERAL AND ACADEMIC WOMEN IN PARTICULAR

Existence of Discrimination and the Right to Work	Percent Who Agree		
	Male Faculty (505)	Faculty Wives (124)	Female Faculty (44)
Existence of discrimination against women:			
Qualified women have greater difficulty getting good jobs	82.3	86.8	90.9
Women have greater difficulty getting research grants	54.2	83.3	72.1
Successful women are particularly threatening	37.2	46.9	53.6
Truly qualified women in my field have no trouble	63.4	60.2	45.3
Right of women to push for increased job opportunities:			
Graduate education a poor investment for women	30.0	9.4	2.3
Don't make job demands until minority demands are met	7.3	9.4	6.9
Don't make demands in tight job market	11.8	12.8	4.6
Professional Competence of Women			
Intellectual achievement:			
Women as capable of doing competent research	94.4	95.9	95.5
Women as capable of critical thinking	88.0	86.5	97.6

Professional Competence of Women	Percent Who Agree Male Faculty (505)	 Faculty Wives (124)	 Female Faculty (44)
Competent job performance:			
Women don't handle professional status with restraint	6.6	7.6	0.0
Men don't like to work with women on committees	9.5	6.8	2.6
Sexual problems arise when women are on faculty	9.2	8.7	4.6
Women better at teaching younger undergraduates	9.9	6.7	0.0
Women won't stay on the job as long as men	16.7	14.2	4.7
Women as serious professionals:			
Departments with more women have less prestige	18.0	23.3	26.4
Women don't publish as much	27.7	30.5	16.2
Men are more career oriented in the academic world	49.1	38.4	43.2
All other things being equal, I would favor the male	48.1	37.2	16.6
Combining Professional and Familial Responsibilities			
Success in combining marriage and career:			
Few women capable of being good wives, mothers, professionals	51.8	46.2	18.1
Few men capable of being good husbands, fathers, professionals	32.9	19.4	13.9

Combining Professional and Familial Responsibilities	Percent Who Agree		
	Male Faculty (505)	Faculty Wives (124)	Female Faculty (44)
Consequences of women's employment to marriage and children:			
Husband forced to perform domestic duties not his responsibility	16.3	6.4	0.0
Faculty husbands and wives inevitably compete	17.3	12.7	10.1
Professional competition bound to be harmful to marriage	32.6	32.7	19.5
Children of working mothers not as well-adjusted	43.8	35.6	21.1

Women married to faculty members overwhelmingly acknowledge the existence of discrimination against women in general and the right of women to push for increased job opportunities. They also see women as highly competent professionals, just as capable as men of intellectual achievement and of good job performance, but they do show some doubts about the professional commitment of women in academia, just as some men and women academics themselves do. Faculty wives are more likely than faculty women to feel that marriages and children suffer when women work, and that women have great difficulty combining the roles of wife, mother and professional.

The table compares the views of faculty wives with those of male and female faculty members, showing the percentages of each group who either "agree" or "strongly agree" with a number of statements regarding women. The complete wording of the items can be found in Section II of the faculty survey. Because the general pattern of responses was discussed in detail there, this brief discussion will focus upon the unique aspects of the faculty wive's perspective.

In two instances where faculty wives differ considerably from male and female faculty members, they express a more pro-feminist opinion than do both women and men in the university. Wives are more likely than faculty members of either sex to believe that "men generally have an easier time getting research grants than their female colleagues," and less likely to believe that "men in the academic world are generally more career-oriented than their female colleagues."

On other issues, however -- those involving the professional competence of women and the consequences to a marriage and to children of women's employment -- wives are more feminist than male faculty members, but less feminist than female faculty members. They are considerably more likely than female faculty members to agree that "the truly qualified women in my field have no trouble gaining recognition and getting ahead," that "female faculty do not publish as much as males in their field," and, surprisingly, that "all other things being equal, if faced with a choice between a male or female candidate for a faculty position, I would favor the male."

One-third of the faculty wives, compared to one-fifth of the female faculty members and two-fifths of the male faculty members agree that "children of working mothers are not as well-adjusted as children of non-working mothers," and almost one-third of the faculty wives and male faculty members, compared to one-fifth of the female faculty members, agree that "professional competition between a husband and wife is bound to be harmful to a marriage." Faculty wives disagree with female faculty members most on the issue of whether "few women are capable of being good wives, mothers, and professionals simultaneously." Forty-six percent of the wives and 52 percent of the male faculty members agree with the statement, but only 18% of the faculty women do.

C. Attitudes Toward Institutional Reform

OPINIONS ABOUT UNIVERSITY POLICIES THAT RECOGNIZE WOMEN'S RIGHTS

Individual Rights	Percent Who Agree		
	Male Faculty (505)	Faculty Wives (124)	Female Faculty (44)
The right of all interested and eligible candidates to be considered for an appointment:			
Review lecturers for advancement	79.2	93.2	88.3
List available positions publicly	69.7	89.4	92.9
The right of all candidates to be considered on the basis of their qualifications without regard to age, marital status or family responsibilities:			
Consider women for fellowships regardless of marital status	88.9	83.4	93.0
Consider applicants regardless of age	51.3	84.7	61.9
Modify nepotism regulations	47.9	59.7	74.4
The right of faculty members to receive assistance combining their professional and familial obligations:			
Grant part-time appointments without penalty	54.0	53.7	73.8
Permit leaves of absence for child care	52.9	53.9	61.9
Provide university-sponsored childcare facilities	43.0	50.0	66.7
Grant paid maternity leave	36.6	36.7	50.0

	Percent Who Agree		
Group Rights	Male Faculty (505)	Faculty Wives (124)	Female Faculty (44)
The right of women to representation on advisory, policy-making and screening bodies:			
Appoint a standing committee on the Status of Women at Davis	52.9	55.3	72.1
Place women on all major Senate policy-making committees	52.3	75.4	75.7
Include women on all departmental graduate admissions committees	28.9	49.5	55.0
The right to use university facilities for the study of women:			
Organize a Department of Women's Studies if there is a demand	29.5	46.3	28.5
The right of women to equitable membership in the student body and on the faculty of the university:			
Actively recruit graduate women where underrepresented	24.8	25.5	37.4
Hire female faculty preferentially where underrepresented	17.7	20.7	52.4

As we have seen, virtually all of the wives of faculty members sampled recognize the existence of discrimination against women and their right to pursue increased job opportunities. Do they also support specific institutional reforms that would make it possible for more women to teach in the university?

A majority of wives do favor most institutional reforms included in the questionnaire. In particular, they overwhelmingly support reviewing lecturers periodically for advancement and listing all available faculty positions publicly. Very high proportions also believe that graduate women should be considered for financial support regardless of their marital status, and that men and women should be considered for graduate admissions or faculty appointments regardless of their age.

Three-quarters agree that "women should be represented on all Senate committees that have major responsibilities for academic policy," and at least half support modifying the nepotism regulations so that husbands and wives can be employed in the same department, granting part-time appointments without penalty and leaves of absence for men or women to take care of children, and providing university-sponsored childcare facilities. Half also believe that "women should be included on every departmental committee of graduate admissions" and that a standing committee on the Status of Women at Davis should be appointed.

Only four proposals fail to gain the support of a majority of the women in the sample. Slightly less than half favor the organization of a Department of Women's Studies if there is a demand for it, and 37% favor paid maternity leave for female faculty members. Only 25% of the wives agree that "departments with small percentages of women graduate students should actively recruit more women," and only 21% agree that "female applicants for faculty positions should be sought out and given preference until their numbers on the faculty approximate the number of women trained in the field." In these instances they share the view of male faculty members who similarly oppose these reforms.

Faculty wives support two proposals much more strongly than the male and female faculty members. Forty-six percent of the faculty wives compared to 28.5% of the female faculty members and 29.5% of the males agree that a Department of Women's Studies should be organized at Davis if there is a demand for it, and 85% of the wives compared to 62% of the female faculty members and 51% of the males believe that age should not be a criterion in graduate admissions or faculty hiring. Because faculty wives who take time out for childrearing may face discrimination on account of their age if they decide to return to school or to find jobs commensurate with their training once their children are older, they are understandably sensitive to this issue.

Faculty wives are considerably less likely than female faculty members to believe that the university has responsibility to help faculty members combine their professional and familial obligations. They are considerably less likely to support 1) changes in nepotism regulations to permit husbands and wives to hold positions in the same department; 2) part-time employment for men or women without prejudice to eligibility for promotion, tenure, or sabbatical leaves; 3) paid maternity leave for female faculty members; or 4) university-sponsored childcare centers. They are also less likely to support the appointment of a standing committee on the Status of Women at Davis, and very much less likely to support affirmative action hiring of women faculty members. On these issues, their views are similar to those of male faculty members.

II. FACTORS ASSOCIATED WITH FEMINIST VIEWS AMONG FACULTY WIVES

We have seen how the 124 wives in the sample responded as a group to questions regarding their image of the typical female faculty member and their attitudes and opinions regarding academic women and institutional reform. In this section we will explore briefly some differences within the group of wives to see which subgroups among them are most likely to favor feminist issues. For this purpose a "feminism score" was derived for each respondent based on her answers to 27 attitude and policy questions on which significant differences of opinion appeared. The highest possible score is 100, the lowest 25; thus a score reflecting neither pro- nor anti-feminist views overall would be 62.5. The average score for the 124 wives is 67 with a standard deviation of 11. With this score the wives fall approximately midway between the 525 male faculty members who scored 63 on the average and the 47 female faculty members who scored 73.

Pro-feminist sentiment tends to be stronger among the younger wives, among those whose mothers and fathers have graduate degrees, among wives who themselves have PhDs, and among women who are employed either part-time or full-time.

A. Age

YOUNGER WIVES ARE MORE PRO-FEMINIST THAN OLDER WIVES

Age	Number*	Percent of Total	FEMINISM SCORES
20-29	14	11.5	72
30-39	45	36.9	70
40-49	32	26.2	66
50-59	20	16.4	62
60+	11	9.0	63
	122	100.0	Range = 10

Wives in their twenties and thirties hold more feminist attitudes than those who are older.

B. Parents' Education

WOMEN WHOSE PARENTS HAVE GRADUATE DEGREES ARE MORE PRO-FEMINIST

Father's Education	Number	Percent of Total	FEMINISM SCORE
High School	61	50.4	66
Some college	21	17.4	66
BA	11	9.1	65
MA	13	10.7	72
PhD	15	12.4	71
	121	100.0	Range = 7

Mother's Education	Number	Percent of Total	FEMINISM SCORE
High School	65	54.2	67
Some college	28	23.3	66
BA	20	16.7	68
MA	7	5.8	76
PhD	0	0.0	-
	120	100.0	Range = 10

* Numbers do not always add up to 124 because all respondents did not provide information on all categories.

Women whose parents received no more than a high school education (half of the sample) are as feminist as those whose parents went to college. Only women whose parents have an MA or PhD hold significantly more feminist attitudes, just as among faculty women.

C. Mothers' Employment

WOMEN WHOSE MOTHERS ALWAYS WORKED ARE SLIGHTLY MORE PRO-FEMINIST THAN THOSE WHOSE MOTHERS STAYED AT HOME

"Was your mother employed when you were living at home?"

Mother's Employment	Number	Percent of Total	FEMINISM SCORE
Yes, always	13	10.7	70
Yes, sometimes	42	34.4	69
No, never	67	54.9	66
	122	100.0	Range = 4

Over half of the women now married to Davis professors grew up in households in which their mother never worked. But whether or not the mother was employed makes surprisingly little difference in attitudes toward working women, for women whose mothers always worked are only slightly more feminist on the average than those whose mothers never worked outside the home. A similarly small association was found for men and women faculty.

D. Education

WOMEN WITH PhDs ARE MORE PRO-FEMINIST

Education	Number	Percent of Total	FEMINISM SCORE
High school	6	4.9	69
Some college	22	18.0	65
BA	56	45.9	66
MA	28	23.0	69
PhD	10	8.2	74
	122	100.0	Range = 9

One-third of the wives of faculty members at UC Davis have graduate degrees. Women with MAs and PhDs support feminist positions more than those with some college education or with BAs, but as a group, six women with high school educations score as high on the feminism index as those with MAs. It is interesting to note that as a group, the ten women with PhDs in the sample receive the same feminism scores as the 47 female faculty members, 74 and 73 respectively.*

E. Employment

WOMEN WHO WORK ARE MORE PRO-FEMINIST

Employment	Number	Percent of Total	FEMINISM SCORE
Full time	12	9.8	75
Part time	29	23.8	70
None	81	66.4	65
	122	100.0	Range = 10

Only one-third of the women in the sample are employed outside the home, and only 10% work full time. Support for feminist positions increases with employment: as a group, women who are not employed are least feminist, women who work part-time are more feminist, and women who work full time are most feminist.

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* Not more than one person could have been included in both samples.

Half of the women with PhDs and 39% of those with MAs are employed, compared to 34% of the women with BAs or with some college and only 21% of those with high school education. Despite these differences, within each educational category feminism is higher among those who are employed.

F. Employment and Preschool Children

NON-WORKING WOMEN WITHOUT PRESCHOOL CHILDREN ARE LESS FEMINIST

Number of Preschool Children	Full time		Part-time		Not employed	
	Feminism Score	No. respondents	Feminism Score	No. respondents	Feminism Score	No. respondents
None	78	9	68	22	63	51
One, two or three	*	2	74	7	71	29

Obviously, under current conditions, women who have preschool children find it especially difficult to work outside the home, and almost one-third of the faculty wives do have preschoolers at home. Just 7% of these women are employed, compared to 38% of those who are childless or whose children are older.

Among the women with preschoolers, those who work are slightly more feminist on the average than those who do not. But among the women who are childless or whose children are in school or beyond, those who work are much more feminist than those who do not. Women without preschoolers who work full time score 78 on the average, compared to 68 for those who work part-time and only 63 for those who are not employed. It is apparent that women who have greater opportunity to work, but choose not to, are least feminist.

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* Number too small to report scores.

G. Number of children altogether

WOMEN WITH NO CHILDREN OR ONE CHILD ARE LESS FEMINIST

Number of Children Expected Altogether	Number	Percent of Total	FEMINISM SCORE
None	4	3.6	60
One	7	6.3	62
Two	36	32.1	69
Three	40	35.7	68
Four	13	11.6	69
Five	7	6.3	67
Six	4	3.6	69
Seven	1	0.8	*
	112	100.0	Range = 9

All but four women in the sample expect to have some children by the time their childbearing is completed; 58% expect to have three or more. Women in their thirties and forties have the largest families, with two-thirds expecting three or more children. Younger and older women desire smaller families; only one-quarter of the women now in their twenties intend to have three or more children and only one-quarter of the women in their sixties had families of this size.

Surprisingly, women who expect between two and seven children are more feminist than those expecting no children or one child. However, eight of the eleven women who have no children or one child are found in the over-forty age group, which as a whole is least feminist. Among women in their twenties, who are most feminist as a group, all but one woman expects to have at least two children, and she stated she would have more if she were able to do so.

It may be that mothers of two or more children are more feminist

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* Number too small to report score.

because they are conscious of the difficulties they face in trying to combine their family responsibilities with a career or with other outside activities than are women with no children or only one, or it may be that they hold more positive attitudes toward fully developing all of women's potentialities.

H. Job Satisfaction

EMPLOYED WOMEN WHO ARE LOOKING FOR A BETTER JOB ARE MORE FEMINIST

Would you like a better job?	Does present job make full use of training?			
	Yes		No	
	Feminism Score	No. Respondents	Feminism Score	No. Respondents
Yes	73	4	75	10
No	72	20	62	6

Sixty percent of the 40 women working outside the home feel that their jobs make full use of their education, training and talents, but 40% feel they do not. Working women who would like a better job if they could find one are more feminist than those who would not, and the small group of six women whose jobs do not make full use of their skills yet are not looking for a better job are the least feminist. Presumably the latter group, small as it is, has either settled for or resigned itself to less than fulfilling employment and is therefore less concerned on the average about difficulties that women with higher expectations face.

In sum, women who are more directly confronted with the dilemma of working and raising children simultaneously, women who are younger, and women who are themselves highly educated or come from families with highly educated parents, hold more favorable attitudes toward academic women and institutional reform.

III. PROBLEMS CONFRONTING FACULTY WIVES AT DAVIS

Are wives of Davis faculty members satisfied with the opportunities for employment, education, and other outside activities that the university community provides? Their responses indicate that they are apparently satisfied with the range of recreational, social and volunteer group activities available for interested women in Davis, but find opportunities for employment and, to a lesser extent, for continued education, severely limited.

A. Why are more women not working?

We have noted that, of the 124 women who responded to the survey, 81, or two-thirds, are not now in paid employment. Is this because they simply do not want to work? Not at all. A surprising 70% of those who are not now working responded affirmatively when they were asked, "Are there any conditions under which you would consider working? (Check all that apply.)"

Fifty women checked the simplest category of all: "If I was offered an interesting job"! Forty-nine said they would like to work part time. Many others would work if the job fully utilized their qualifications, if it paid well, or if childcare or household help were available. Several others would work if their children were older, if they felt a real financial need, or if they did not have to commute (over one-third of the working women commute to Woodland, Winters, or Sacramento). Given their great willingness to work, why aren't more of these women doing so?

When the women were asked what they perceive to be the greatest obstacles that faculty wives face in finding satisfying employment in or near Davis, only 15 women out of 124 said there are no obstacles. Well over half mentioned that there are simply not enough jobs in the area, especially interesting or well paying jobs. One-third mentioned the lack of child care centers and the lack of household help. (Recall that almost one-third of the women have preschool children.) One-quarter cited discrimination against women in general or faculty wives in particular, and a few pointed to the difficulty of receiving certain kinds of professional training or retraining in Davis and the existence of so many highly qualified and trained people in the area.

Faculty wives who are already working also face difficulties in finding satisfying employment. As we have seen, 40% of those who are currently working either full or part time do not feel that their jobs make full use of their education, training or talents! Many who are working in their chosen field would like to upgrade their jobs. Others, trained in teaching, social work, humanities or the creative arts (the most popular college majors among the group) find themselves in low-level clerical jobs. Eight of the 19 employed women with Bachelors degrees are in clerical or sales positions along with two of the nine employed women with Masters degrees. They face a discouraging future.

Many women realize that they are unlikely to find good jobs in the area. "I believe that most women married to faculty members have accepted that they cannot find a suitable job," writes one woman. "Although I feel that the younger college generation of men and women should have a preference in obtaining more education, I think it is a great waste of very often highly intelligent women that faculty wives cannot very often find a stimulating job or obtain further education."

Another woman points out that opportunities for educated women vary with the health of the economy: "Many of the faculty wives whom I know do work or are continuing their educations; however, in this area, probably few will find interesting and fulfilling employment.

Altogether, this 'recession' nationwide means employment problems for all, especially educated women."

Thus, women who want to work face two related problems. First, they must compete vigorously for the few interesting and well-paying jobs open to them in or near Davis. Second, those with children are discouraged by the shortage of part-time jobs and of household assistance and low-cost, high-quality childcare centers.

B. Why are more women not in school?

For some faculty wives, continuing their education is an alternative to seeking employment at the present time. Half of the sample of wives have enrolled in regular or extension classes at Davis or other colleges nearby at some time in the past, but only 17 women (14%) are currently enrolled, and of these, only six are working toward a degree. Are they simply not interested?

One-quarter of the respondents did cite lack of interest as one of their "greatest obstacles" to returning to school. And one-third of the sample perceived no obstacles. Among those who did, however, lack of childcare facilities, lack of household help, the cost of tuition, the difficulty of finding suitable employment after graduation, and the difficulty of competing with younger students are each mentioned by at least 10% of all respondents. Smaller numbers mentioned other problems, such as the lack of encouragement from family or friends, discrimination against older applicants and wives of faculty members, poor grades in the past, and lack of credit for past courses.

Thus among those who are interested in continuing their education, many perceive a number of barriers to be overcome. It is no wonder that so many faculty wives believe that age should not be a criterion in the admission of graduate students to the university, especially because over nine-tenths of the respondents are over thirty.

C. Are the activities available to faculty wives in Davis worthwhile?

The vast majority of women in the sample agreed that, "in general," the activities available for wives of faculty members in Davis are worthwhile. Only 11 women -- 12% of those who responded to the question -- disagreed. Apparently, then, these highly educated women find plenty of activities in which to become involved, despite the lack of opportunities for employment, and, to a lesser extent, for continuing education.

What do the women do? An astounding 59 separate organized groups were mentioned by the 92 women who reported on their own current activities, ranging from art and literature and language groups through school and church organizations to community political groups. In addition, many women reported regular sports, entertaining, and other recreational activities. As one woman commented, "There are literally hundreds of activities of every kind and description here in Davis." Another observed, "It seems to me there are plenty of different things to do. It's just a matter of 'finding your own thing.'"

One does get the impression, however, that many women invest their energy in the many "self-improvement" and volunteer groups because they are denied paid job opportunities. Certainly, the community benefits greatly from this talented pool of free labor. One woman writes: "Aside from opportunities for professional employment in a field of your choice, opportunities for a rich and busy life are available. If the volunteer services of this community were eliminated (mainly married women) it would be as much a loss as if we lost key professional people. Volunteer work is not rewarding financially or in status -- but if you don't need that, O.K."

Some women even find that much of the volunteer work is more interesting than most available jobs would be, but that does not mean they would not value prestigious and well-paying regular employment. "Since I don't have to work at this point, I am more selective. I would rather do challenging volunteer work than accept most jobs available to women in Davis. Local politics and community activities can be very satisfying ... but recognition and money are nice, too."

However, other women strongly deny the importance of working for money or prestige. One respondent, perhaps speaking for many, criticized what she perceived to be the underlying assumptions of the questionnaire: "that an education is training for a job, that working for pay is a basic motivation of individuals, and that our culture has a built-in discrimination against women. ... If wives view their role as maintaining and preserving and broadening the culture along with the duties of citizenship, then the demands on their time and talents and knowledge are enormous, opportunity is unbounded, satisfaction unlimited, and discrimination by sex nonexistent."

Those wives who express contentment with their position are perhaps the "silent majority" of women in Davis. Yet one wonders how women whose educations have prepared them to make a real contribution in the public sphere reconcile themselves to the underutilization of their talents. One respondent suggests that underlying many expressions of satisfaction is considerable frustration and disappointment.

> It seems to me that being a faculty wife at Davis is, for the most part, a good situation, and I have met many women, the ones we don't hear from, who are content enough with their lot. However, in talking with many wives it is evident that there is a great deal of frustration and unexpressed, perhaps unrealized,

disappointment in their lives, as though something is being missed but they are not sure what. A young wife can be proud to be the wife of Dr. So and So and the mother of those dear So and So children; but the children grow up and do not need her very much at a surprisingly early age; her husband is involved with his work; and she is apt to feel herself an appendage no longer needed. It may also be galling after a while to be introduced as the wife of Dr. So and So as though she had no identity of her own. And like other women she has to face the bitter fact of being suddenly older than the students her husband teaches, full of energy and even intelligence but with no place to put it. I think that this accounts for much of the neurotic behavior that is evident (and heaven knows how much of this is concealed) and may contribute to breakup of families that might not ordinarily fall apart.

Some women putter around with Art Center courses or even Extension courses, but their attitude is too often one of trying to fill in the empty hours rather than following a deep commitment of sorts. Too many organizations for women impress me as another way of filling the hours, and although the purpose of these organizations is often lofty and even satisfying, perhaps it's not enough any more. Women want more meaning in their lives.

D. What changes are needed?

At the end of the questionnaire, respondents were asked "What changes, if any, do you think are needed to improve the situation of faculty wives at Davis?" Twenty-five women insisted that no changes are needed, or that if women are discontented, it is their personal problem and "the change, if needed, would be primarily in the personality of the individual." Six others thought they would be a lot better off if the "faculty wife" label were dropped entirely, and if women stopped trying to live vicariously through their husbands: "I object to being catered to or categorized according to my *husband's* position or *my* sex," and "I do *not* enjoy activities solely for faculty wives such as Farm Circle."

Other suggestions were:

"Allow wives to take classes as auditors if extra space is available or for credit at a reduced cost or reduced load" (14 respondents)

"More part-time jobs," and "More jobs in general" (7 respondents)

> "Decent and low cost childcare facilities in Davis from 8 to 5 for everyone" (7 respondents)
>
> "Repeal the anti-nepotism law!" (6 respondents)
>
> "More culturally oriented, service-oriented activities within the faculty wives group" (4 respondents)
>
> "A closer and more meaningful relationship with the University" (committee membership, use of facilities, etc.) (3 respondents)
>
> "Greater opportunity for older women to work toward new careers regardless of family situation" (1 respondent)
>
> "Improve wages!" "Fair opportunity for women!" (1 respondent)

(One woman asked for the impossible: "a different Guv, and less politics from the departmental level on up within the University. Then, perhaps, the faculty men could relax and be better husbands.")

It is interesting to note that although many respondents checked numerous obstacles to finding a job or attending school earlier in the questionnaire, they failed to mention these items when asked what changes would improve the situation of faculty wives in Davis. For example, 61 women checked that there are "not enough jobs" or "not enough interesting or well paying jobs" in Davis, yet only seven mentioned the need for more jobs in the open-ended question. Thirty-nine women checked "lack of child care facilities" as one of the greatest obstacles facing faculty wives in finding satisfying employment, yet only seven mentioned this need. Thirty-six women checked "lack of household help" as an obstacle, yet none suggested this need. Twenty-three agreed that discrimination against hiring faculty wives was an obstacle, yet only one mentioned the need for improved wages and "fair opportunity for women."

Apparently the faculty wives do perceive serious obstacles to their employment and further education, but do not translate their perceptions into demands for change. They value the professional competence of women and support university reform more than their husbands, but when proposing changes in their own situation, if they make any at all, they recommend more of the same -- more classes, more cultural and service activities, a closer relationship with the university.

Perhaps they focus on these activities because they seem more amenable to change than is the supply of jobs, for example. Yet it is obvious that faculty wives have serious problems stemming from the undersupply of employment opportunities, household help, and child care. Furthermore, it is obvious that their talents are underutilized, and the university and community do not properly recognize their contributions. Women trained for professional work find themselves donating their labors and being thankful that they at least have voluntary service work to sustain their intellectual and professional interests!

What can the university do? As an educator and employer -- actual or potential -- of thousands of Davis women, among them many wives of its own faculty members, the university might acknowledge its obligations to women who are geographically restricted by their husband's employment, and who are thus in relatively poor bargaining positions. We recommend that the university commit itself to the following program:

In education:

1. Permit part time education and leaves of absence for all students without penalty; eliminate age restrictions in admissions policies. (The new Division of Extended Learning program for degree candidates is a step in the right direction, but only if funds are made available for hiring additional faculty.)

2. Reduce the cost of tuition; eliminate discrimination on the basis of age and marital status from fellowships and other forms of financial support.

3. Provide pay as you can childcare facilities for all students.

4. Sponsor educational programs of special relevance to women, including a program of women's studies, by creating a new department or coordinating courses in existing departments; provide university facilities where women in the community can join with women students, faculty members and staff to develop their interests and pursue solutions to their problems.

In employment:

1. Look to the Davis community first in filling university positions at all levels of staff and faculty; advertise all such positions publicly in campus and city newspapers, so that all qualified women have an opportunity to apply.

2. Eliminate existing restrictions against the employment of husbands and wives (or other close relatives) in the same department, so that women who are trained in the same field as their husbands can hold positions for which they are qualified.

3. Hire women at the levels of employment for which they are truly qualified, not just at the lowest levels; pay women employees at a rate commensurate with their responsibilities; give preference to women in hiring and promotion for administrative positions and faculty appointments until the proportion of women employed reflects their proportion in the labor market for these positions.

4. Permit employees in all staff and faculty positions to hold part-time positions without penalty to fringe benefits, eligibility for promotion, etc.; increase the number of positions for which two half-time workers could be employed rather than one full time worker.

5. Eliminate the prejudicing assumptions that faculty wives will not stay on the job long because their husbands are mobile, that they really do not need the job, and that they do not need to be paid as much as a man.

6. Provide pay as you can childcare facilities for all employees.

CONCLUSIONS

Women married to faculty members at Davis oppose discrimination against academic women, yet few actively oppose discrimination against faculty wives -- despite their acknowledgement when asked that obstacles do exist to the full realization of their talents. As we have seen, among the two-thirds of the sample of 124 women who are not now working, 70% agree that they would like to work under certain conditions, the most frequently cited being "If I was offered an interesting job"! What is more, among the one-third who do work either full or part-time, only 60% feel that their jobs make full use of their education, training or talents.

Faculty wives form a captive group of skilled and energetic workers in Davis. As a group they are highly vulnerable to exploitation by the university and by the community at large, both of whom receive the benefit of their labor free or below its real value. If the women could find interesting jobs, preferably part-time, and if they could share the responsibilities of housekeeping and child care, many women now actively involved in community affairs of various sorts would no doubt switch to paid employment. Some respondents say that they do not care for "fame or money" and that they are happy to perform the essential services they perform without public recognition. However, so long as women married to faculty members have no choice but to forego these rewards because they are denied their full place in the public sphere and are denied the esteem that comes from making a widely recognized and financially rewarded contribution, they are denied the opportunity for an independent identity and must continue to live, as one respondent put it, largely as "the wife of Dr. So and So and the mother of those dear So and So children."

The primary responsibility of the university in this regard is to restructure its educational and employment practices in recognition of the right of married women to equal education and employment, and to establish day care centers in recognition of the right of women with children to equal education and employment. Women who are wives and mothers are unfairly disadvantaged in pursuing non-familial goals. Men who are husbands and fathers experience few such disadvantages.

PART VI

NON-ACADEMIC STAFF EMPLOYEES

Robert Gerould
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INTRODUCTION

Collection of Data

In June, 1970, the Campus Personnel Office was requested to provide a census of non-academic staff employees at UCD by position, title, series, number, and sex. Information concerning salary ranges and job descriptions was obtained from the UCD Personnel Manual and the Policy and Procedures Manual. In addition, a questionnaire was distributed to a sample of staff employees. The exact intent of the questionnaire and its interest specifically in women was not revealed in order to prevent sexual bias in the replies. Respondents who wished to contribute additional information were asked to comment on the questionnaires or to contact Task Force members in person. Many respondents did comment and/or call, and several were interviewed. Some comments from these employees are included in this report.

General Findings

The data demonstrate that women do not fare as well as men in the University. Women employees are heavily concentrated in low paying clerical positions. Even outside of the clerical area, women predominantly occupy low paying job categories; the supervisory, higher salaried positions are almost exclusively filled by men. In general, a woman needs considerably more education and more special skills than a man, in order to earn a salary equal to that of the man.

I. Male and Female Salaries Within Education Brackets Among Non-Academic Staff

In the spring of 1970, about 900 questionnaires were distributed to three select groups of staff employees at UC Davis.* A random sample (every tenth individual) of about 350 employees was selected from the membership list of the University Staff Assembly. In addition, questionnaires were sent to the approximately 350 academic non-senate employees on the mailing list of the Academic Staff Organization. Finally, a questionnaire was sent to one "representative" (Administrative Assistant or Secretary) of each of the 200 academic and non-academic departments on campus; the list of "representatives" was obtained from the Personnel Department, and was used to ensure that at least one person in every department was contacted. A follow-up reminder was mailed out when the initial returns began to dwindle, in an effort to increase the number of responses. Altogether, 338 questionnaires were returned: 102 from academic staff (to be discussed elsewhere) and 236 from non-academic staff.

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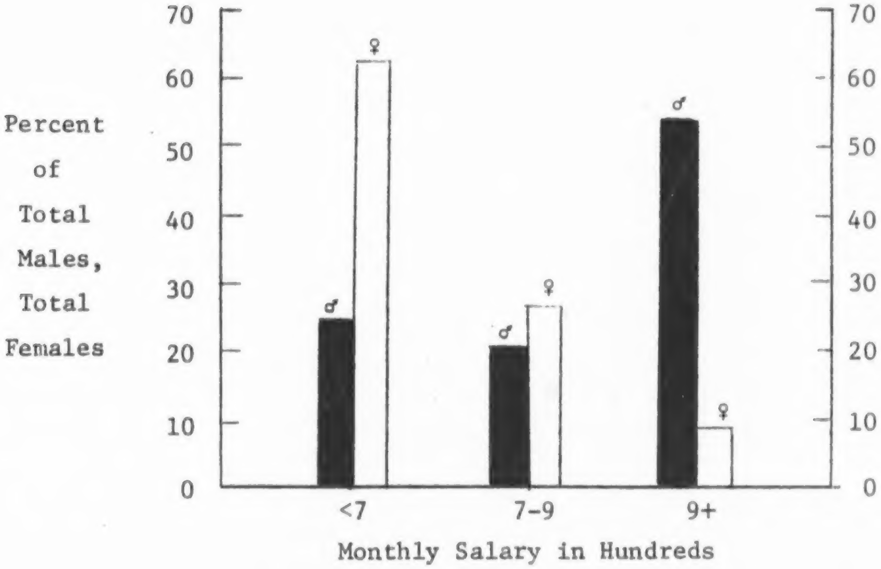
* See Appendix 3.

Among the non-academic staff sampled, more than half (54%) of the males and only one-tenth of the females earn more than $900 a month.

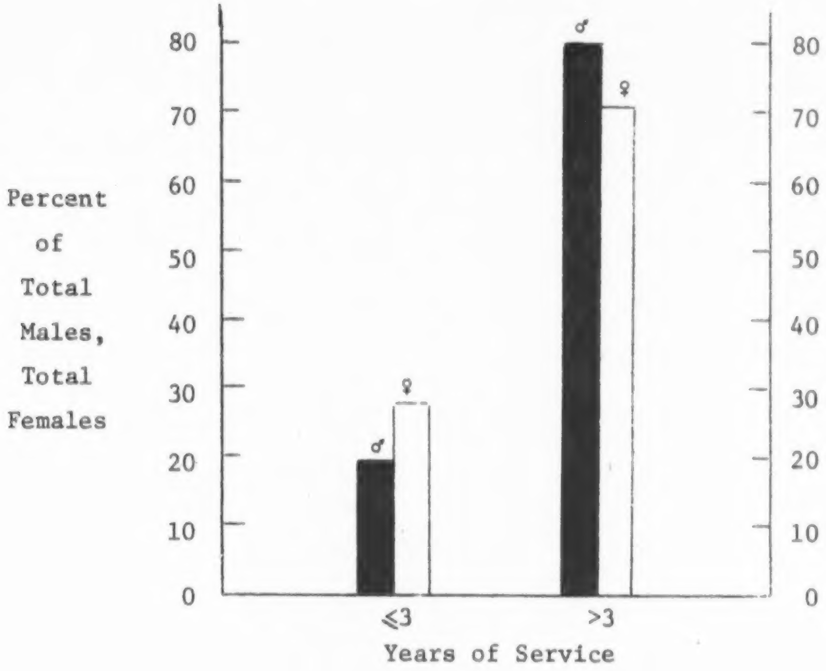
Salary Brackets of Non-Academic Staff
Respondents to the Questionnaire



In contrast, nearly two-thirds (63%) of the females earn less than $700 per month; whereas only one-fourth of the males are in the low income brackets. How can these differences be accounted for?

More male respondents (80.4%) than female respondents (72.2%) have been employed for more than three years.

Lengths of Service of
Non-Academic Staff Respondents



This difference in length of service may be a contributing factor, but can hardly account for the salary differentials described above and below.

Approximately 20% of the males and females have Bachelor's degrees.

Education Levels of Male and Female
Non-Academic Staff Respondents

Education	♀		♂	
	#	%	#	%
High school	139	77.2	31	55.4
Bachelor's	37	20.6	12	21.4
Master's +	4	2.2	13	23.2
Totals	180	100.0	56	100.0

However, there are proportionately more females with High School educations (77% females compared to 55% males), and more males with Master's degrees. In order to determine whether the differences in education could account for the overall male and female salary differences, an analysis was done within each educational group.

Males earn more than females within each education bracket.

Salary Distribution of Male and Female Staff
Within Education Brackets and by Length of Service

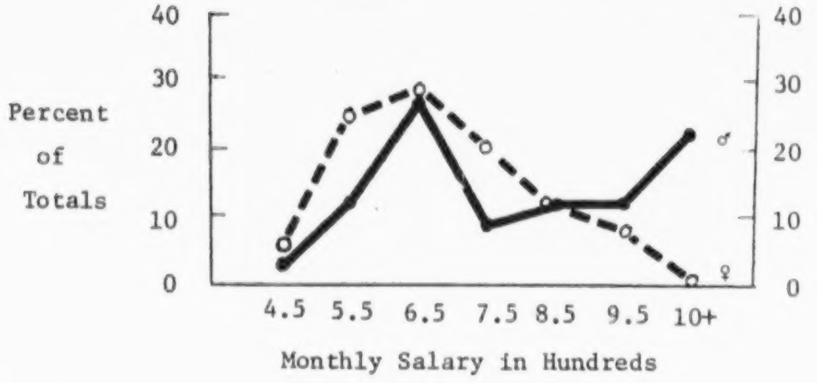
Monthly Salary $	Years of Service	High School		Bachelor's		Master's, Ph.D.'s	
		♀	♂	♀	♂	♀	♂
500	≤3	8	1	3	1	0	0
	>3	7	0	0	0	0	0
		10.8%*	3.2%	8.1%	8.3%	–	–
500-700	≤3	18	3	14	0	1	0
	>3	52	9	10	0	0	0
		50.4%	38.7%	64.9%	–	25.0%	–
700-900	≤3	2	0	3	2	0	0
	>3	41	7	3	2	1	1
		30.9%	22.6%	16.2%	33.3%	25.0%	7.7%
900+	≤3	0	0	0	2	1	2
	>3	11	11	4	5	1	10
		7.9%	35.5%	10.8%	58.3%	50.0%	92.3%
Totals		139 (100.0%)	31 (100.0%)	37 (100.0%)	12 (99.9%)	4 (100.0%)	13 (100.0%)

*Percents indicate the fraction of a given sex in each salary bracket for that educational class.

The salary differentials become more pronounced with increasing levels of education.

Among those with a High School education, 36% of the men earn more than $900 a month, while only 8% of the women are so fortunate. Considering only those employees who have worked for more than three years, the picture remains essentially the same: 41% males and 10% females are in the upper income level. Only 42% of the males with a High School diploma, compared to 61% of the females, make less than $700.

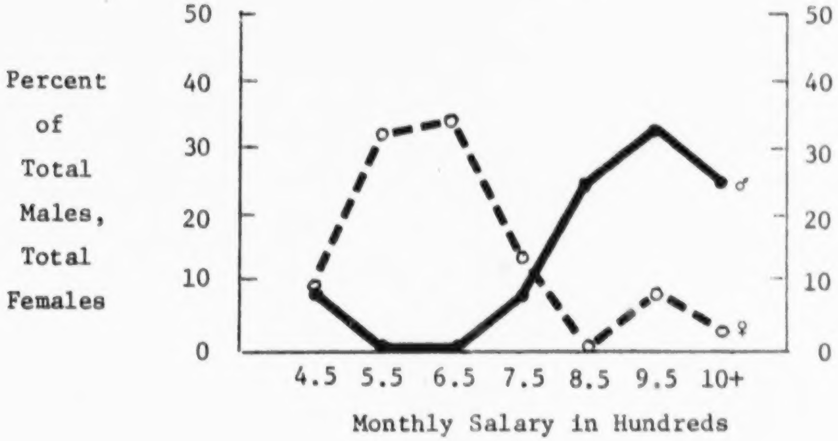
Salary Distributions of Non-Academic Men and Women With High School Diplomas



The proportion of women declines precipitously below the $600-700 salary range, and among the questionnaire respondents women are essentially non-existent among non-academic staff in the $1000+ monthly income brackets.

Seventy-three percent of the women respondents with Bachelor's degrees have monthly incomes below $700, yet only 8% of the men respondents receive such low pay (see preceding table). In fact, 58% of males with Bachelor's degrees earn more than $900 per month, and nearly half of these have been employed for less than 3 years! In contrast, only 11% of the women are in the higher paying category, and they have all been employed for more than 3 years.

Salary Distributions of Non-Academic Men and Women
With Bachelor's Degrees



With graduate degrees, 50% of the females (2/4) earn less than $900, while 92% of the males (10/11) earn more than $900. The numbers are small, yet the pattern seems clear. There is a marked tendency for higher salaried positions to be filled by men.

In examining the data, it is important to remember that the questionnaires represent a relatively small sample of staff employees. Furthermore, certain biases have been introduced by the sampling procedure. For example, the use of the list of "representatives," while providing a method for reaching every department on campus, undoubtedly resulted in a somewhat different distribution of female respondents than would have been obtained from a completely random sample. The figures on pages 3 and 4 and the table on page 5 probably do not accurately reflect the distributions of all non-academic males and females. On the other hand, the salary distribution of males and females within education brackets (table on page 6) should not be significantly affected by the sampling procedure, except for the usual hazards associated with sampling small numbers.

II. The Distribution of Males and Females in Non-Academic Job Series

The Campus Personnel Officer provided a list of the non-academic staff job titles (and numbers) which are currently in use on the Davis campus, with the numbers of men and women employed in each title. The list was compiled in June, 1970. The salary range for each job classification was obtained from the Policy and Procedure Manual, and the jobs were grouped into series according to that manual.

With this information, mean salaries for men and women in each series were calculated. The actual salaries of individual employees were not provided; consequently, the maximum salary given for each job classification was chosen for the computations. The reader should note that this method results in somewhat inflated average salaries, since it is unlikely that most employees are in fact at the top of the pay scale for their job classification. Inherent in this approach also is the assumption that males and females are treated equally within each job classification. If there are tendencies for females to be clustered at the lower end of a given salary range, and males clustered at the higher end (or vice versa), we would not see that with this data. The differences we do see in comparing average male and female salaries for various job series reflect differences in distribution of the sexes in the job classifications within those series.

In the following table the series are listed in order of decreasing average salaries (based on the highest salary in the series, male or female), down to an average salary of $600 per month (the series below this level will be discussed subsequently). For ease of reference, the series have been grouped according to $100 monthly pay increments (based on highest salary in the integrated series) below the $1000 per month level. These groupings are ours and are not part of the university classification system.

Distribution of Males and Females in Non-Academic Job Series, With Average Salaries by Sex

Group	Title	Series #	# ♂	# ♀	♂ Ave.** Salary	♀ Ave.** Salary	Percent* Difference
I	Student Health Services	9152-9187	18	3	2236	2147	4.0
	Architecture and Design	6902-6969	10	0	1369	-	
	Business Management	7476-7580	44	9	1281	1278	0.2
	Medical Subsidiary & Public Health	9203-9314	8	2	1234	1213	1.7
	Food Management	5412-5453	2	3	1210	864	28.7
	Construction Inspection	7001-7004	14	0	1195	-	
	Administrative & Budget Analysis	7240-7264	10	8	1097	1030	6.1
	Personnel	7629-7664	15	5	1095	927	15.3
	Financial	7604-7619	8	2	1088	1048	3.7
	Purchasing	7772-7775	10	1	1034	950	8.1
	Actuarial & Statistical	7211-7233	27	26	1009	858	15.0
II	Social Services	9342-9483	32	22	996	976	2.0
	Public Information & Publications	7672-7705	7	11	984	812	17.5
	Laboratory - General & Mech. & Const. Crafts	8270-8315	36	0	982	-	
	Extension	6452-6493	5	7	978	690	29.5
	Museum	9811-9871	4	3	954	853	10.6
*****	Television & Photography	6203-6243	16	2	884	950	-7.0
	Engineering	7101-7184	76	1	912	644	29.4

* "Percent difference" is calculated by dividing the difference between the two average salaries by the higher salary, times 100.

** Monthly salaries.

***** Series in which the average female salary is greater than the average male salary.

Distribution of Males and Females in Non-Academic Job Series, With Average Salaries by Sex (continued)

Group	Title	Series #	# ♂	# ♀	♂ Ave. Salary	♀ Ave. Salary	Percent* Difference
III	Protective Services	5200-5326	66	3	897	884	1.5
	Maintenance	8114-8153	252	0	888	-	
	Nursing	9093-9126	0	56	-	866	
	Stationary Equipment	8231-8248	33	0	864	-	
*****	Administrative Assistant	7302-7343	4	42	836	854	-2.1
	Arts & Music	6101-6193	4	8	826	733	11.3
	Mech. Equipment	8436-8797	133	1	812	584	28.1
IV	Hosp. Misc.	8904-9305	6	24	784	653	16.7
	Machine Operator	4772-4813	23	24	764	611	20.0
	Laboratory	9601-9623	957	576	759	678	10.7
*****	Theatrical Production & Auditorium Management	6273-6344	9	4	671	749	-10.4
	Cultivation	4111-4152	158	10	732	553	24.5
	Storekeeping	5050-5054	31	4	724	676	6.6
V	Fiscal	4609-4622	5	24	682	568	16.7
*****	Services-General	9501-9532	221	4	658	676	-2.7
	Steno & Secretarial	5002-5009	0	209	-	614	
	Dormitory & Housing	7381-7425	32	32	610	582	4.6
	Food Preparation	5521-5684	8	22	602	515	14.5
	Custodial	5103-5184	195	88	602	505	16.1

* "Percent difference" is calculated by dividing the difference between the two average salaries by the higher salary, times 100.

There are 37 series in which the average salary is $600 or more. Men and women are included in 30 of these series, while in five there are males only and in two there are females only.

In 26 of the 30 integrated job series, the average male salary is higher than the average female salary. In other words, in 87% of the non-academic job series at Davis (excluding for the moment the 4 lowest paying series), the men tend to be employed in higher job classifications and the women tend to be employed in lower job classifications.

In nearly half (13/30) of the series, the average male salary is 15% to 30% greater than the average female salary.

Job Series in Which Males Earn 15%-30%
More Than Females

Title	# ♂	# ♀	Percent* Difference
Extension	5	7	29.5
Engineering	76	1	29.4
Food Management	2	3	28.7
Mech. Equipment	133	1	28.1
Cultivation	158	10	24.5
Machine Operator	23	24	20.0
Public Information and Publications	7	11	17.5
Hospital Misc.	6	24	16.7
Fiscal	5	24	16.7
Custodial	195	88	16.1
Personnel	15	5	15.3
Actuarial and Statistical	27	26	15.0
Food Preparation	8	22	14.5

* "Percent difference" is calculated by dividing the difference between the two average salaries by the higher salary, times 100.

The significance of the salary comparisons in two of the series is questionable, since there are many men and only one woman employed. In the remaining series, however, there are sufficient numbers of men and women to make meaningful comparisons; there are more women than men in seven of the series and more men than women in the remaining four. In only one of the four series in which the average female salary is greater than the average male salary (Theatrical Production and Auditorium Management), is the female salary as much as 10% greater than the male salary (series indicated with an asterisk in table on pages 10 and 11).

The ratio of males to females decreases in proportion with decreasing salary levels.

Distribution of Sexes According
to Salary Levels

Group*	Monthly Salary	# ♂	# ♀	Ratio ♂to♀
I	$1000+	166	59	2.8:1
II	900-999	176	46	3.8:1
III	800-899	492	110	4.5:1
IV	700-799	1184	642	1.8:1
V	600-699	461	379	1.2:1

* See text at bottom of page 9 for explanation of Groups.

Not only do men hold the higher job classifications within each series, but they hold more of the jobs in the better paying series. There are three to four times more men than women in higher paying series, while there are nearly equal numbers of men and women in the series having average monthly salaries of $600-700.

As indicated previously, there are seven series which employ only one sex.

Sex-Typed Job Series

Title	Series #	# Men	# Women	Average Male Salary
Architecture	6902-6969	10	0	$1369
Construction	7001-7004	14	0	1195
Mechanical and Construction	8270-8315	36	0	982
Maintenance	8114-8153	252	0	888
Stationary Equip.	8231-8248	33	0	864
	Total Men	345	Average Weighted Salary*	$ 922

Title	Series #	# Women	# Men	Average Female Salary
Nursing	9093-9126	56	0	$ 866
Steno and Secretarial	5002-5009	209	0	614
	Total Women	265	Average Weighted Salary*	$ 667

* Computed by multiplying the number of individuals at each salary times that salary, finding the total, and dividing by the total number of individuals.

Except for tradition, there is no obvious reason why the other sex should be excluded from these series. Certainly in Stenography and Maintenance, where there are large numbers of employees and minimal education requirements, the sex-typing cannot be attributed to the availability of only one sex in the work force.

Furthermore, the average weighted salary of the all-male series is 38% higher than the average weighted salary of the all-female series, even though the minimum education requirements are frequently lower in the male series. For example, the largest female series, Stenography and Secretarial (5002-5009), requires at least a high school education for every job classification. The average monthly salary is $614. In the largest male series (Maintenance, 8114-8153), on the other hand, half of the job classifications require only an eighth grade education and half require high school. The average salary is $888.

Looking at a professional field, every job classification in the Nursing series (female) requires at least two years of education beyond high school (to obtain an R.N.). The average salary is $866. None of the job classifications in the Construction (male) series require education beyond high school. The average salary is $1195! In the Mechanical and Construction (male) series, four job classifications require at least two years of college; the rest require no more than high school. The average salary is $982.

The high average pay of males in construction and related areas reflects, of course, the success of the male dominated unions in attaining high salary scales rather than a particular bias on the part of the University. The issue then is: Can and will the University take action to overcome the sex discrimination imposed upon it by the unions?

Four-year nursing programs are more common than the two-year programs. Several job classifications in the Nursing series require both an A.B. and an R.N., or five years of school beyond high school. All of the job classifications in the Architecture series require four years of college. Yet the architects make $503 more per month or $6036 more per year than the nurses.

To reiterate, jobs typically filled by women have higher requirements and lower salaries than those filled by men.

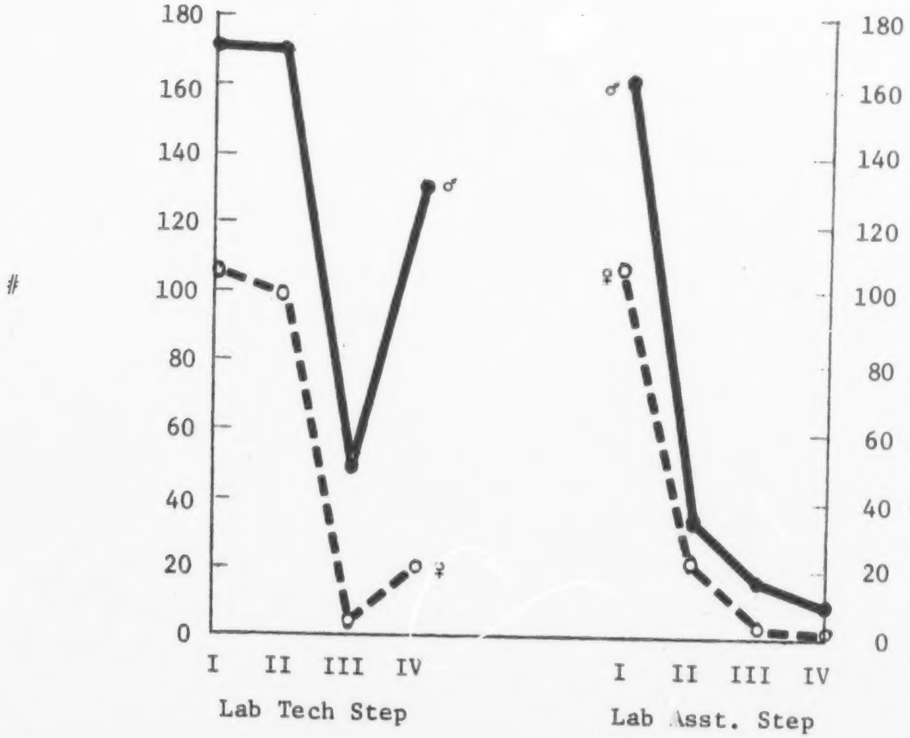
In an employment category with large numbers of men and women, and in which no sexual bias would be expected, the average male salary is more than 10% greater than the average female salary. This series includes laboratory technicians, lab assistants, lab helpers, and scanners.

Average Salary in the Laboratory Job Series, By Sex

Title	Series #	# ♂	# ♀	♂ Ave. Salary	♀ Ave. Salary	Percent Difference
Laboratory	9601-9623	957	576	$759	$678	12.0

The numbers of males and females employed in each lab technician and lab assistant job classification are shown in the following figure.

Promotional Chain-Laboratory



Note: Lab Tech III is a specialized classification; promotion in most cases goes I-II-IV.

There is little difference between male and female ratios in the lower paying laboratory assistant series at steps I, II, and III, but only males reach the step IV level. Similarly, in the lab technician series, the ratio of males to females at the IV level is greater than six to one, while at steps I and II it is less than two to one. On the basis of the sample described earlier, there is little reason to suspect that length of employment could account for these differences. Once again, a pattern emerges in which females are clustered in the lower paying jobs within a series, while the males successfully attain the top steps.

In what has traditionally been a woman's field, food preparation, males earn more than females at both management and manual levels.

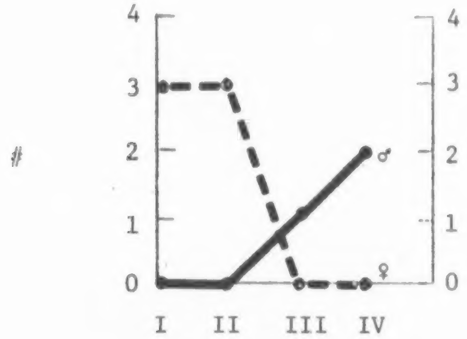
Male and Female Salaries
in Food Management and Preparation

Title	Series #	# ♂	# ♀	♂ Ave. Salary	♀ Ave. Salary	Percent Difference
Food Management	5412-5453	2	3	$1210	$ 864	28.6
Food Preparation	5512-5684	8	22	602	515	14.5

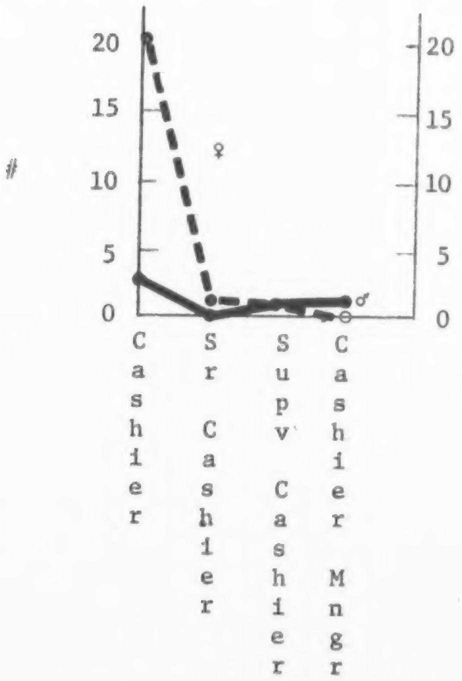
Furthermore, the salary differentials are large (15-29%). It seems that in the university environment, females seldom can compete successfully with males, even in fields where the majority of the available work force is female.

The pattern of female dominance in the lower levels and male dominance in the higher levels is illustrated by an examination of several promotional chains (see figures on the following page).

Promotional Chain-Editor Series



Promotional Chain-Cashier Series



With a total of 9 editors in the Public Information and Publications series (7672-7705), six (all female) are at steps I and II, while three (all male) are at steps III and IV. Examination of the cashier promotional chain in the Fiscal series (4609-4622) yields similar results.

The principle of equal pay for equal work does not prevail.

Unequal Pay for Equal Work

Title	# ♂	# ♀	Minimum Requirements	Average Salary
Custodian	157	0	Grammar School	$457
Maid	0	88	Eighth Grade	415

The average salary for women (maids) doing custodial work is 10% less than the average salary for men (custodians) doing similar work.

Furthermore, the entry level requirements for women (maids) is higher than that for men (custodians). Women must complete eighth grade, while men need only complete grammar school (which may be sixth, seventh, or eighth grade, depending on the school system). In order to obtain jobs similar to those held by men, women must be better qualified and be willing to work for less!

III. The Lowest Paying Job Series

Distribution of Males and Females in the Lowest Paying Non-Academic Job Series, With Average Salaries by Sex

Group	Title	Series #	# ♂	# ♀	♂ Ave. Salary	♀ Ave. Salary	Percent Difference
VI	Library	6732-6784	45	579	$579	$592	-2.2
	General & Typing	4671-4724	248	1395	526	569	-7.6
	Physical Ed.	6552-6594	194	94	462	483	-4.4
	Miscellaneous	4921-4962	292	139	424	417	1.7

The above table is a continuation of the table on pages 10 and 11, showing the four lowest paying job series (salaries less than $600). This group has been separated from the others because it deserves special attention. You will remember that men predominated in all of the higher paying groups.

Only in the lowest paying group of job series are there more women than men. Women, in fact, outnumber men more than two to one. Interestingly, the average female salary in three out of four of these series is higher than the average male salary, although never by more than 7.6%

The minimum qualifications required for jobs in these series frequently exceed those for (male dominated) higher paying jobs. For example, in the Library series, the job classifications used on this campus are those of Library Assistant I through IV (6762, 6761, 6760, 6759). These jobs require at least a high school education (plus two to five years library experience), and individuals with college degrees are preferred. Construction Inspectors (7001-7004) have similar minimum requirements (high school plus experience) and are paid twice as much.

Some job classifications require eight more years of education than others at similar salary levels. The following table compares the education required in four job classifications when applicants have had no previous experience.

Education Requirements
(in the absence of previous experience)
and Salaries for Four Job Classifications

Title	# ♂	# ♀	Minimum Requirements	Salary
Custodian*	157	0	Grammar School	$457
Maid	0	88	Eighth Grade	415
Clerk Typist I	0	49	H.S. Grad + Typing Skills	405
Library Assistant I	5	98	2 years College	457

* The Custodian job classification has recently been opened to women.

To obtain a job as Custodian, an individual with no previous experience is required to have six years of grammar school education. He earns a starting salary of $457 per month. To obtain a job as Library Assistant I, an individual with no previous experience is required to have two years of college. She earns a starting salary of $457 per month.

This illustrates the general observation that female-typed jobs tend to pay less than male-typed jobs. A sex-typed job classification is one which is predominantly or exclusively filled by one sex, such as Architect (male) or Secretary (female). Library Assistant I is a female-typed job because 98 of 103 employees in that classification are female. Those 98 females, along with the five males, suffer from the exceptionally low salary of that job classicication. Similarly, any female Custodians (three have been hired as of 1972) benefit along with the males from the relatively high salary of that classification.

Women more than men suffer adversely from the sex-typing of job classifications and its attendant salary differentials. Many reasons can be hypothesized and rationalizations suggested for the high salaries accorded to male-typed jobs (such as Architect, Construction Worker, Maintenance Man, Custodian, Business Manager): working conditions are less pleasant, work is associated with powerful labor unions, physical labor is required, men are more aggressive, men are heads of households and need higher salaries, to name a few. Similarly, reasons and rationalizations can be produced to account for the high requirements and low wages associated with female-typed jobs (such as Secretary, Nurse, Typist, Library Assistant): women are less aggressive, women have not joined powerful unions (they are often excluded by them), there is an abundance of unemployed well-educated women, women form the "surplus labor pool" which operates on a different set of standards than the "basic labor pool" of men, women are supported by their husbands and don't need to work, women are not career oriented.

Regardless of the factors contributing to its evolution, the present system unfairly discriminates against women. While it is easy to pass the blame, and much more difficult to reverse trends which result from a combination of many forces within society, an institution which perpetuates sex-typing of job classifications and sex-related salary differentials is practicing sex discrimination. The data clearly show that women on the average earn less than similarly qualified men, that women are concentrated in lower paying job classifications, and in lower ranks in integrated job classifications. For every woman who is working only to earn a second car or a family swimming pool and to whom the lower salaries may not be of serious consequence, there is at least one other woman who is responsible for the primary support of her family and whose standard of living is directly affected by these practices (it is subsequently shown that nearly 50% of the non-academic staff women support their families).

IV. Grievance Procedures

Sex-typed job classifications and hiring patterns which concentrate females in low-paying job series reflect primarily institutionalized discrimination. What about individual discrimination?

Good grievance procedures provide important protection to the employee against personal, individual discrimination by the employee's supervisor. In order to be a useful protective device, it is important that the employees have confidence in the procedures and the people who administer them. If an employee fears that airing a grievance will result in a deterioration of working conditions, punitive actions, or job termination, the employee will often prefer to suffer silently with the grievance. He or she may even be reluctant to ask for advice on the subject.

It is difficult to measure the frequency of personal, individual discrimination. However, comments obtained on the questionnaires suggest that employees generally do not have confidence in the existing grievance procedures and that they may be willing to accept what they believe to be discriminatory practices rather than risk their security of employment. For example, in the events described below, the woman obviously feels that she has been unfairly discriminated against, yet she is willing to accept a demotion and loss of status rather than to appeal or to terminate employment.

> I was told my job classification had been rewritten and a male (military background) was more qualified to fill it. (I had 15 years experience in this particular department and had developed the entire computer system which they are still using.) I offered to take a competetive test as I felt I was more qualified for this job as far as ability and experience was concerned. My request was not granted. Personnel said they could do nothing for me. CSEA tried to pursuade me to demand a hearing, but I did not feel this would improve working relationships. I requested a leave of absence to find

> another comparable job (rather than take a demotion from Sr. Administrative Assistant in status and pay) and I was forced to accept a rating of Secretary in order to get the Leave of Absence granted. I had to take a $3,000 cut to get other University employment.
>
> My experience with these men was discriminatory from beginning to end. I was assigned a tremendous work load when other (military background) administrative men wasted high University wages because they had little to do. (I had over 200 hrs. overtime credit for which I received no thanks or no credit when I left.) Among other things, I was forced to give up a private office to a male with the same level rating as I had, who had one year University experience. I was badgered and belittled; it appeared these men felt threatened by a woman working in "their" area and by devious methods they tried to remove this threat.

Nearly half of the non-academic women employees at Davis are responsible for the primary support of their families, as determined by the survey. This factor, combined with the lack of alternatives in Davis, the expense and inconvenience of commuting to Sacramento, and the generally tight job market, undoubtedly all help to create an unwillingness among staff employees to risk security of employment.

Women are Frequently Responsible
for Primary Support of their Families

Primary Support	Men	Women
Yes	54	87
No	6	100
% Responsible for Primary Support	90.0%	46.5%

Staff employees are hesitant to air their grievances. Again, this conclusion is drawn from general attitudes perceived and cannot be statistically documented. The phenomenon can be illustrated by some of the comments received in the survey, which are summarized on the following page.

1. Applicant for UCD employment was never informed of the results of her interview.

2. Applicant for UCD employment was never referred to interviews, although others she knew with same qualifications (male) were.

3. Applicant for UCD employment received erroneous job description from Personnel Office.

4. Applicant for UCD employment mentioned a previous back injury and interviewer tore up her application.

5. Employee attempted to discuss an employment problem with Personnel and was asked if her supervisor knew she wasn't on the job.

Quotes from three different women employees:

6. "...from the way I was treated (by Personnel) I wouldn't encourage any employee to get further education."

7. "I have never felt that Personnel was really unbiased in handling complaints from non-academic personnel. In some instances, I know the department knew about an airing from Personnel in their department before the individual even got back to her department. We don't feel we have anyone we can just talk to and feel confident it won't get back to the department and create further problems."

8. "I personally have had a very good employment experience during the past 7 years. However, I must be one of the very few in as much as I seldom hear anything good about Personnel.

The existing grievance procedures do not appear to provide adequate protection to the employee, nor do they provide a sensitive mechanism for the employer (University of California) to safeguard against individual injustices. The lack of confidence indicated by employees toward the present procedures, in combination with the limited opportunities for employment in the Davis area, serve to perpetuate rather than to remove problems of discrimination. With regard to sex discrimination, the problem is further complicated by the fact that nearly half of the non-academic staff women are responsible for the primary support of their families. This group of women would presumably be most career oriented, most concerned about opportunities for advancement, and least willing to risk their security of employment, particularly if they lack the mobility to move to another area. Those who are not responsible for the primary support of their families are in a better position to risk security of employment, but may often be less concerned about long range opportunities for advancement.

SUMMARY

The data easily supports the conclusion that an employment bias against women does exist in non-academic staff positions at UC Davis. The following specific concerns are noted:

1. Women of the non-academic staff, on the whole, earn less than men having similar backgrounds.

2. A woman at UC Davis tends to need more education and more experience to earn as much as a man.

3. Women employees of UC Davis lack promotional opportunities. Proportionately fewer women than men reach the upper brackets within their job classifications. Length of employment and turnover rates do not account for the absence of women in managerial positions.

4. Within each job series containing both men and women, women tend to be concentrated in the lower paying job classifications.

5. There are many more job classifications that are sex-typed (exclusively one sex) than can be justified by physical requirement. Furthermore, those positions sex-typed for women tend to pay less than positions sex-typed for men.

6. There are nearly equal numbers of male and female non-academic staff employees. However, 59% of the women earn less than $600 per month while only 33% of the men do. Men earn more than women within each education bracket.

7. The principle of equal pay for equal work does not always prevail when comparing positions sex-typed for men with those sex-typed for women and having similar duties. In these comparisons, the positions held by women pay less.

The Davis community is geographically isolated and is centered largely around its major employer, the University. As a consequence, UC Davis has an unusually well educated labor supply consisting primarily of the spouses of faculty, staff and students. Since it is the prevailing social custom that family decisions be centered around the husband's occupational and educational goals, the unemployed spouse is most frequently the wife. As the institution which is largely responsible for the unusual labor market situation, and as the only major local employer, it may be argued that the University has a moral obligation to make reasonable employment opportunities available. As it is now, women are channeled largely into clerical and other low paying jobs, with little hope of significant opportunity for advancement.

Due primarily to the limited employment market in the local area, women who achieve employment at UC Davis are grateful to have a job. They frequently fail to consider the status of their employment and salary with respect to their qualifications and may not recognize discrimination when it happens. Those who do recognize it often accept the situation rather than risk loss of their jobs or the creation of an untenable relationship with their employers. Undoubtedly, it makes good short-term economic sense for the University to take advantage of the local labor situation. However, the moral and ethical implications of exploitation, as well as the long-range social costs resulting from the misuse of human resources, must both be considered.

Women employees of U.C. Davis seldom utilize established grievance procedures in circumstances involving discrimination. A grievance procedure which discourages its own use is worse than no procedure at all. It is of paramount importance to the process of eliminating discrimination based on sex at U. C. Davis that a fair and sensitive grievance procedure be established. Such a system should strive to be completely objective and to eliminate all possibilities of employer pressure and/or harassment. The grievance procedure should be widely communicated to employees, and employees should be free to discuss the procedure in confidence with representatives of their own choice. It is further recommended that the grievance mechanism identify an individual or group of individuals to act as counselors for the Staff employees, who will serve the function of ombudsman to: a) Hear complaints in absolute confidence b) Advise the employee c) Assist the employee in settling the problem informally whenever possible d) Refer the employee to appropriate groups or departments to assist in processing a grievance, should it be desirable.

PART VII

STATUS OF WOMEN AMONG NON-SENATE ACADEMIC STAFF

Robert Gerould
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INTRODUCTION

Definition

Academic non-senate employees are hired by the University to engage in research, teaching, extension work, and other duties which are related to the University's instruction and research functions. Job classifications in the following series are included in the academic non-senate ranks:

- Acting Assistant Professor
- Agriculturalist
- Agronomist
- Curator
- Home Economist
- Instruction Supervisor
- Lecturer
- Senior Lecturer
- Librarian
- Professional Research ______
- Specialist
- Supervisor of Physical Education
- Supervisor of Teacher Education
- University Extension Specialist

Although they have academic status, these employees are not eligible for membership in the Academic Senate nor for the rights and privileges associated with said membership. They are represented by the Academic Staff Organization (ASO).

Minimum qualifications for several job classifications in these series specify the desirability of one or more graduate degrees. Criteria for promotion often parallel those used for promotion and advancement in the professorial series, such as professional competence, professional activities, research, creative work, university service, and public service.

Collection of Data

Information concerning numbers and distribution of the non-senate academic employees was obtained from the membership list of the Academic Staff Organization.

Additional data concerning position, education, length of employment, and personal status of these employees was derived from a survey of all 350 members of the Academic Staff Organization in the spring of 1971. This questionnaire has been described previously (page VI-2; Appendix 3).There was a 37% return from academic non-senate employees; responses were obtained from 38% of the females and 27% of the males.

A separate questionnaire was mailed to Lecturers in the fall quarter of 1971 (Appendix 4). This instrument was sent to 47 full-time Lecturers (67-100%) and 60 part-time Lecturers (5-67%) identified by the ASO membership list drawn from the October 1971 payroll. An additional 20 questionnaires were sent to 20 full-time Lecturers not included on the above list. Responses were obtained from 62 of the 127 individuals, a 48% return. The respondents, 42 male and 20 female, represent a wide variety of departments in the University.

Additional information about the Lecturer series was derived from the faculty attitude survey (Section III,Appendix 1) conducted in spring 1971 and from the search of the academic personnel files (Section III) done in summer 1971.

Finally, examinations of the Research, Specialist, and Librarian series were obtained in April 1972 from records available in the Academic Staff Organization and from the March 1972 Addendum to the University Library Affirmative Action Program.

Survey results have generally been assumed to be representative of the entire population, although the occasional hazards of such interpretation are recognized, especially where the sample size is small.

General Findings

In the University hierarchy, the status of non-senate academic personnel is intermediate between that of Academic Senate members and of non-academic staff. Interestingly, the proportion of women in the academic non-senate ranks is similarly intermediate between the proportions of women found among the ladder faculty and the non-academic staff.

The distribution of academic non-senate women follows the general patterns described previously. They tend to be concentrated in the lower job classifications within series, to earn less on the average than similarly qualified men, and to have less supervisory responsibility than men. Women tend to be excluded from some job classifications and to be concentrated in others.

More than half of the non-senate academic women are responsible for the primary support of their families. The frequency with which women shoulder such responsibilities runs counter to the familiar arguments that women are not "serious employees" and do not need to earn as much as men (all of whom are assumed to be career employees and heads of families).

1. Profile of the Non-Senate Academic Staff

Women hold about one-quarter of the academic non-senate positions at UCD. This does not, of course, reflect the proportion of women in the local population, but may approximate the availability of qualified women in the combined B.A./B.S., M.A./M.S., and Ph.D. work force. While some academic non-senate employees have Ph.D.'s and others hold just Bachelor's degrees, the majority have a Master of Arts or Master of Science.

Certain work areas appear to be sex-typed. The tendency to exclude women is particularly pronounced in the agricultural experiment station, where there are 36 men and 2 women, and in agricultural extension, with 71 men and 4 women.

Women tend to predominate in the lower ranks in those job series in which both sexes are employed.

Women Predominate in the Lower Ranks
in the Professional Research Series*

Title	♀		♂	
	Number	Percent	Number	Percent
Assistant Research ________	9	100.0	15	65.3
Associate Research ________			2	8.7
Medical Assistant Researcher			2	8.7
Vet Med Assistant Researcher			3	13.0
Medical Researcher			1	4.3
Totals	9	100.0	23	100.0

* Information from the Academic Staff Organization.

For example, in the Research series, all of the women are employed at the Assistant Researcher level; yet more than one-third of the men hold higher job classifications.

Men Predominate in the Higher Ranks
in the Specialist Series*

Title	♀		♂	
	Number	Percent	Number	Percent
Assistant Specialist	1	11.0	6	10.7
Associate Specialist	6	66.8	23	41.0
Specialist	2	22.2	27	48.3
Totals	9	100.0	56	100.0

* Information from the Academic Staff Organization.

Similarly, in the Specialist series, in which academic appointees are engaged in research in well-defined and specific areas and do not have teaching responsibilities, there are 56 men and 9 women. Forty-eight percent of the male Specialists have been promoted to the top rank, whereas only 22% of the female Specialists have reached that level. The average male salary is $108.00 greater per month than the average female salary (when salaries are computed as described previously, on the basis of the highest possible salary for each job classification).

Women with Bachelor degrees earn less than similarly qualified men, as determined by the staff questionnaire.

Survey of Academic Non-Senate Employees

MONTHLY SALARY→				600-699			700-799			800-899			900-999			1000+		
YEARS OF EMPLOYMENT→				<1	1-3	>3	<1	1-3	>3	<1	1-3	>3	<1	1-3	>3	<1	1-3	>3
Education	Sex	Total	%															
B.A. or B.S.	♂	11	15.5															11
	♀	3	10.7						1			1			1			
M.A. or M.S.	♂	35	49.3					1				2		1	4		1	26
	♀	22	78.6	1	3	1	1			2	2	3		1	4			4
Ph.D.	♂	25	35.2										1		2		5	17
	♀	3	10.7											1				2
Totals	♂	71	100.0	0	0	0	0	1	0	0	0	2	1	1	6	0	6	54
	♀	28	100.0	1	3	1	1	0	1	2	2	4	0	2	5	0	0	6

Percentages for Sex by Salary Classes

Monthly Salary	% Males	% Females
600-699	0.0	17.9
700-799	1.4	7.1
800-899	2.8	28.6
900-999	11.3	25.0
1000+	84.5	21.4
Totals	100.0	100.0

Percentages for Sex by Salary by Education by Years Employed

Monthly Salary→		<900		≥900		Totals
Education↓ Years of Employ→		≤3	>3	≤3	>3	
B.A. or B.S.	♂	0.0	0.0	0.0	100.0	100.0
	♀	0.0	66.7	0.0	33.3	100.0
M.A. or M.S.	♂	2.9	5.7	5.7	85.7	100.0
	♀	40.9	18.2	4.5	36.4	100.0
Ph.D.	♂	0.0	0.0	24.0	76.0	100.0
	♀	0.0	0.0	33.3	66.7	100.0
All Males		1.4	2.8	11.3	84.5	100.0
All Females		32.1	21.4	7.1	39.3	99.9

Although the numbers are small, the contrast is marked. The eleven men with Bachelor degrees were all employed over three years and all earn more than $1000 per month; the three women in this same category were all employed over three years and all earn less than $1000 per month.

With a Master's degree, women earn considerably less than similarly qualified men. Seventy-seven percent of the males with Master's degrees earn MORE than $12,000 per year, while 82% of the females with Master's degrees earn LESS than $12,000 per year. In fact, 23% of women with MA degrees, including one who has been employed for more than three years, earn less than $8400 annually. None of the respondents with Bachelors degrees earn such low salaries, nor do any of the male respondents with Master's degrees. Looking only at individuals with at least 3 years of service, 87.1% of the males and only 35.3% of the females are in the income bracket of $1000 or more per month.

A comparison of employees having Ph.D.'s appears to follow a similar pattern (33% women and 12% men earn less than $1000 per month), but the numbers are so small that the difference is insignificant.

Supervisory positions in which five or more employees are supervised are filled predominantly by men.

Supervisory Profile*

# Employees Supervised	♀		♂	
	Number	Percent	Number	Percent
0	11	34.4	19	23.2
1-2	15	46.8	39	47.5
3-4	6	18.8	13	15.8
5-8	0	0	3	3.7
9^+	0	0	8	9.8
Totals	32	100.0	82	100.0

* Information from the staff survey, spring 1971.

The proportion of females among supervisors having responsibility for one to four persons is approximately equal to the overall proportion of women among academic non-senate employees. Yet none of the female respondents supervise five or more people, while 13.5% of the male respondents have such responsibility. A greater proportion of women (34%) than men (23%) have no supervisory duties at all.

Two-thirds (20/31) of academic non-senate females are responsible for the primary support of their families, as ascertained by the staff survey. These figures strongly counter the familiar argument that women do not require as much remuneration for their services as men, and the frequently-made assumption that women are less serious career employees than men.

2. Librarian Series

The largest group of women academic non-senate employees, 39%, is found in the Librarian series. The proportion of women in this area is not surprising, since librarianship is generally considered to be a "woman's field." Because she is well-represented here, and because this traditionally has been "her" field, the academic woman should do particularly well in the Library. Does she?

There are no women in top administrative positions in the Library.

Librarians*

Title	♀		♂	
	Number	Percent	Number	Percent
Administrative	0	0.0	5	22.7
Librarian V	1	3.9	2	9.1
Librarian IV	8	30.8	10	45.5
Librarian III	5	19.2	1	4.5
Librarian II	10	38.5	4	18.2
Librarian I	2	7.6	0	0.0
Totals	26	100.0	22	100.0

* From the March 1972 addendum to the Library Affirmative Action Program.

In spite of the fact that more than half of the Librarians are female, all five top administrative positions are filled by men.

More than three-fourths (77%) of the male Librarians, and only one-third (35%) of the female Librarians, hold positions of Librarian IV or higher. There are no males at the Librarian I level, but 8% of the females hold that rank. The familiar pattern of male predominance at the top and female predominance at the bottom repeats itself once again.

Men hold 58% of the intermediate administrative positions in the Library.

Administration in the Library*

Title	Number	
	♀	♂
Branch Administration	2	1
Department Heads (Main Library)	2	5
Department Heads (Health Sciences)	1	1
Total	5	7

* See footnote for previous table.

Even at this level of administration, women are not represented as well as would be expected if men and women were on the average similarly qualified and were promoted without sexual bias.

These few statistics, in combination with the data concerning Librarian Assistants presented in the previous section, clearly demonstrate that the situation in the UCD Library parallels that which has been found at UC Berkeley and nation-wide. The reader is referred to A Report on the Status of Women Employed in the Library of the University of California, Berkeley, With Recommendations for Affirmative Action prepared by the Library Affirmative Action Program for Women Committee and released in December 1971. This report analyzes in detail the problems of discrimination which exist in Libraries throughout the country, and thoroughly examines the UC Berkeley Library system.

In the opinion of this Task Force, the recommendations made in the Berkeley Library report should be accepted in their entirety and applied to the UC Davis Libraries.

3. Lecturers

The title of Lecturer is used primarily for people engaged in teaching, although Lecturers may also do research part-time or even full time. Lecturers may have such additional duties as advising, supervision, administration, and committee service. The promotional chain, vacation benefits, and fringe benefits are not as clearly defined as they are for the ladder (professorial) series.

The Lecturer title is sometimes used to bring in a well-known Professor to teach a single course at a high salary. At other times it is used for people who are engaged in teaching, but who have not yet received their Ph.D.'s, or never intend to do so. Sometimes the position is temporary, sometimes permanent. The flexibility and consequent ambiguity of the position makes an analysis of the status of women Lecturers quite complicated. However, some general conclusions can be drawn.

As mentioned previously, some of the information concerning Lecturers was obtained from the search of the academic personnel files which is described in Section IIIB. The search was conducted only in the files of the College of Letters and Science, this being considered to be representative of the Davis campus in many ways. However, the hiring levels and promotional patterns for women appear to follow similar patterns across the campus (Section III). For these reasons, the subsequent discussion of Lecturers in L and S is presumed to be applicable to the campus as a whole.

There are proportionately more female Lecturers than there are women at higher academic levels. Twenty-six percent of the Lecturers in the College of Letters and Science are female, while only 5% of the L and S ladder faculty are female (Section III).

Lecturers in the College of Letters and Science

Spring, 1971

	With Ph.D.	Without Ph.D.	Total	
			#	%
♀	4	19	23	26.1
♂	17	48	65	73.9
Total	21	67	88	100.0

Most of the female Lecturers (82%) do not have Ph.D.'s and are therefore ineligible for higher academic positions. Of those with Ph.D.'s, some women may prefer the part-time status and/or the teaching emphasis which can be found in the Lecturer series, while others accept the Lectureship reluctantly because they lack the geographic mobility needed to negotiate for a better position.

Women Lecturers with Ph.D.'s earn less than similarly qualified men Lecturers in the College of L and S.

Salaries of L and S Lecturers With Ph.D.'s

Full Time Equivalent Annual Salary	♀					♂				
	Years of Service					Years of Service				
	1-2	3-5	6+	Total	%	1-2	3-5	6+	Total	%
10,600 or less	3		1	4	100.0	7			7	41.2
10,601-15,500						5			5	29.4
15,501 or more						3	1	1	5	29.4
Totals	3		1	4	100.0	15	1	1	17	100.0

All of the female Lecturers with Ph.D.'s (there are only four in our survey) earn the full time equivalent of $10,600 or less. Yet more than half of the males with Ph.D.'s earn more than that. In fact, nearly a third of the males earn the equivalent of more than $15,000 annually. The majority of both males and females in this comparison have been employed for 1-2 years.

Without Ph.D.'s, male and female Lecturers are more evenly distributed in the various income brackets, although men attain the highest income levels more readily than women.

Salaries of L and S Lecturers Without Ph.D.'s

Full Time Equivalent Annual Salary	♀					♂				
	Years of Service					Years of Service				
	1-2	3-5	6+	Total	%	1-2	3-5	6+	Total	%
10,600 or less	10	1	1	12	63.2	31	5		36	75.0
10,601-12,200	2	2	1	5	26.3	2	4		6	12.5
12,201-15,500	1		1	2	10.5	1	1	1	3	6.25
15,501 or more						1		2	3	6.25
Totals	13	3	3	19	100.0	35	10	3	48	100.00

Of those employed for 1-2 years, 88.6% of the males and 77% of the females earn $10,600 or less. Rarely does one find a greater percentage of men than women in the lowest imcome bracket! Yet only males (6.25% of them) are found in the topmost income categories ($15,000 and over). It is interesting to note that a male without a Ph.D. and 1-2 years of service is among those earning more than $15,000, while a female with a Ph.D. and more than 6 years service is among those earning $10,600 or less.

Female Lecturers teach more than male Lecturers.

Teaching Loads of L and S Lecturers*

Units Taught Per Year	♀		♂	
	Number	Percent	Number	Percent
12-30	14	70.0	21	50.0
6-11	4	20.0	9	21.5
0-5	2	10.0	12	28.5
Totals	20	100.0	42	100.0

* Results of survey of Lecturers, Fall 1971.

As determined by the Survey of Lecturers (Appendix 4), almost three-fourths of the females and only half the males teach 12 to 30 units per year. Conversely, 29% of the males and only 10% of the females teach 5 units or less. Most of the men but only one woman in the latter group have full time Lecturer appointments.

In order to examine the teaching loads more accurately, a summary was obtained of the 1970-71 Contact Hour Report. Lecturers in the Colleges of Agriculture and Letters and Science were identified by sex, and the total headcount, full time teaching equivalents (FTE's), and contact hours were summarized.

Teaching Loads for Lecturers in the Colleges of Agriculture and Environmental Sciences and Letters and Science, 1970-71*

College	Headcount	FTE	Contact Hours	Contact Hours Per Headcount	Contact Hours Per FTE
Agriculture					
♂	58	11.30	154.86	2.67	13.70
♀	15	7.45	121.70	8.11	16.34
L and S					
♂	85	44.12	514.98	6.06	11.67
♀	35	16.50	225.52	6.44	13.67

* Information summarized by John Uribarri, Planning and Analysis Office, from Contact Hour Report.

The information in the table above verifies that women Lecturers generally do carry heavier teaching assignments than men Lecturers. In the College of Agriculture, the females have on the average 3 times as many contact hours as males. The difference is less pronounced when contact hours are averaged on the basis of FTE assignments, with 13.70 hours per FTE for males and 16.34 hours per FTE for females. It appears that in this College males tend to occupy positions having lower teaching components (0.2 FTE per male Lecturer), while females tend to occupy positions with larger teaching responsibilities (0.5 FTE per female Lecturer). In the College of Letters and Science, women Lecturers have 0.38 more contact hours per person and 2 more contact hours per FTE than do the males.

Male Lecturers achieve security of employment more readily than do females. Among respondents to the Lecturer survey, 5 females and 14 males reported length of service of more than 7 years. Twenty percent (2) of the females and 71% (10) of the males indicated security of employment.

Males are also more likely to be paid on an 11-month rather than a 9-month schedule. Seventy-one percent of the males and 43% of the females earn 11-month salaries. Some people, males and females, prefer the 9-month schedule; others prefer 11-month appointments. It was not ascertained how frequently the job status (9-month or 11-month) reflects the personal preference of the employee.

The ambiguity of the Lecturer title is reflected in the uncertainties of Lecturers themselves, both male and female, about the rights and responsibilities that go with their position. A number of Lecturers (almost one-third) did not know whether they were eligible for basic fringe benefits such as merit pay increases, retirement, health insurance, paid vacation, and sick leave.

Lecturers Are Confused About Their Eligibility for

Fringe Benefits*

(N=62)

Are you eligible for...:	Yes	No	Don't Know	No Response
Merit Pay Increases?	51	4	3	4
Retirement?	51	4	7	0
Health Insurance?	58	2	2	0
Paid Vacation?	30	13	14	5
Sick Leave?	34	10	10	8

* Information from Lecturer survey, fall 1971.

Lecturers, both male and female, expressed concern about their lack of status in the University community. In addition to teaching and research, Lecturers frequently indicated responsibilities such as supervision of student teachers, graduate students, teaching assistants, and research assistants; undergraduate student advising; service on departmental and campus-wide committees; and administration of such programs as Work-Learn, Economic Opportunity Program, Early Childhood Education, and Agricultural Extension. Despite the obvious contributions of Lecturers to the University program, many commented on the lack of status and prestige associated with their positions, especially as viewed by persons holding ladder appointments or in the administration. Since prestige and self-esteem are important components of job satisfaction, it is not surprising that the lack of recognition given to Lecturers is a constant source of frustration.

Lecturers are also concerned about the vague definition of their positions. Many commented on their heavy teaching responsibilities, advising responsibilities, low pay, and lack of security. Of particular concern is the apparent lack of standards or guidelines to determine what constitutes a reasonable combination of responsibilities.

Another problem of the Lectureship is that it tends to be a dead-end position. For those who are not qualified to enter the professional series or who do not wish to, there are adequate mechanisms for advancement within the Lecturer series. However, for those Lecturers who are qualified and do wish to move up into the ladder series, there is no regular system of promotion. Nor do the heavy teaching loads suggested by the tables on pages 16 and 17 as well as other responsibilities carried by Lecturers permit the research and publication effort necessary for promotions into ladder positions.

CONCLUSIONS

Discrimination against women is demonstrated among the academic non-senate staff. The patterns of discrimination include:

1) The concentration of women at the lowest levels,
2) The absence of women in important supervisory positions,
3) Lower salaries and lower job classifications for women than for similarly qualified men,
4) The exclusion of women from certain work areas and their concentration in others,
5) Higher teaching loads and lower salaries for female Lecturers than for similarly qualified male Lecturers,
6) And the more frequent award of security of employment to male Lecturers than to female Lecturers having similar lengths of service.

It has also been shown that nearly two-thirds of the academic non-senate women respondents are responsible for the primary support of their families.

From the Lecturer survey, a number of problems were identified which are associated with the Lecturer position and which affect both males and females. These include the low status of Lecturers and their exclusion from the rest of the teaching staff (i.e., ladder faculty), the inadequacy (or unavailability) of guidelines for the determination of reasonable work loads, the poor understanding by Lecturers themselves regarding their eligibility for various fringe benefits, and the lack of a regular promotional mechanism from Lecturer positions into ladder positions. The general vagueness and lack of definition in the Lecturer series tend to facilitate discriminatory practices, and so these problems are of particular concern to women.

SUMMARY

An examination of the profile of non-senate academic staff by sex leads to the conclusion that women are discriminated against in this area of University employment. Patterns indicative of discrimination, such as female predominance in lower job classifications and absence of females in important supervisory and administrative positions, are evident. The distribution of the sexes in various job series suggests that women are both hired at lower positions and promoted more slowly than are similarly qualified men. It appears to be especially difficult for women to attain the topmost rungs of the ladder in any area, even in those areas where women outnumber men. Women are largely excluded from certain job categories even though there is no apparent justifiable reason for their exclusion. It is necessary that specific Affirmative Action programs be developed to address these problems.

PART VIII

THE FEMALE STUDENT

Jane Welker
Kathleen Fisher
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INTRODUCTION

The charge of the Task Force on the Status of Women was "to explore opportunities for employment of women on the Davis campus." To a large extent, then, the status of female undergraduate and graduate students is not of concern in this report. However, opportunities for women in general are directly related to the amounts and kinds of education they obtain, and to the ways in which they come to think of themselves in relation to society. For these reasons, consideration will be given to some of the attitudes and factors which influence undergraduate and graduate women in the pursuit of their careers.

The opportunities for part-time employment of undergraduate and graduate students are also of concern, as are employment opportunities for male and female students after graduation. Housing availability and part-time enrollment are of particular importance to unmarried individuals (usually female) who have children and who are totally or primarily responsible for the support of their families. These areas will be briefly examined in this section of the report.

1. The Choice of Academic Majors by Female Students at UCD

According to the American Association for Higher Education Research Report Number 5, tests given to high school seniors and college undergraduate and graduate students indicate that males do best in math and the natural sciences and females do best in the humanities and social sciences. These differences in cognitive styles are presumably an influential factor in the selection of academic majors by females. As demonstrated in Section IIIA, a high percentage of female college students select majors in the humanities and social science areas.

However, the data on cognitive styles also indicate that the differences in composite test scores are slight and that there is a lot of overlap between male and female skills and abilities. The data do not seem sufficient to account for the pronounced clustering of female college students into a rather narrow range of academic majors. It is likely that the determination of a course of study is influenced by other factors which are as important or perhaps more important than the sex-linked cognitive styles, if indeed the latter exist.

Maturation patterns are influenced by early, often rigid, and quite consistent sex-role typing as youngsters internalize behavioral expectations for males and females. Sex-role stereotypes tend to be promulgated by the family, peer groups, schools, teachers, counselors, churches, and mass media. In fact, nearly all segments of the environment serve to reinforce the stereotyped view of appropriate sex-role behavior.

Does the University offer a different perspective toward sex roles as part of its educational process, or does it simply reinforce the stereotypes prevalent in the external environment? Unfortunately, it is the conclusion of this Task Force that the University experience generally serves to confirm rather than challenge the traditional views of female roles. For example, there are few female faculty members in many departments and no female faculty in most departments (Section III). There are essentially no females in prestigious administrative positions and few females in high-level policy-making bodies such as the Academic Senate and the Board of Regents (Section IX). Female Deans and Department Chairmen are extremely rare (Section IX). On the other hand, nearly all secretaries and many "assistants'to-somebody" are female. The paucity of professional women involved in the academic community exerts a negative influence on the female student in a variety of ways. Learning often occurs via modeling the behavior of a person who is seen as successful and/or powerful. Female students suffer from the lack in this academic community of successful female professional "models" with whom they can identify. When female students attempt to model themselves after successful males, they are frequently confused by apparent conflicts imposed by sex-role stereotypes.

Furthermore, the patterns observed in a male-dominated institution lead students to anticipate a different set of rewards/values for female professionals than can be expected for male professionals. It seems "natural" that females should be less successful in their careers than men.

Advising, counseling, and guidance of female students are almost entirely provided by male faculty, often with consequent reinforcement of sex-role stereotypes. After all, decisions in the academic community ranging from "Who is going to make the coffee?" to "Who will be the next Vice Chancellor?" are generally made by men, and they tend to follow the traditional patterns.

The net result of the sex-role stereotyping and the University hiring patterns is an acceptance of the status quo by the majority of males and females, both students and staff. Members of both sexes tend to have lower expectations for women than for men. It seems proper to them for women to have supportive roles but not leadership roles. Most men and women don't stop to question the situation when a woman makes less than the man working next to her, yet she may have more education and a wider range of responsibilities than he does. The general acceptance of the situation by women is illustrated by a survey conducted at UCD by Dr. Marilynn Etzler of the Biochemistry Department in the spring of 1972. In a survey of all women employees of the Davis campus, she found that almost three-fourths of those who responded stated that they had never knowingly suffered the effects of sex discrimination while at UCD.

The stereotyped attitudes seem to prevail among the student population as well, as indicated by a small study of undergraduate females at UCD by Phyllis Jacobs and Janina Jacobs. They surveyed a sample composed of 28 female seniors (Appendix 5). Fourteen of the students were enrolled in Feminine Majors, defined as majors having predominantly female students (English, Art, and Child Development), and fourteen were enrolled in Masculine Majors, defined as those majors having predominantly male students (Economics, Physiology, Veterinary Medicine, Plant Science, Physics, and Biochemistry). Several items are of interest in this report.

Item 60. Check which of the following professional jobs you think most faculty and advisors disapprove of for women.

Profession	Percent of Students Who Anticipate Disapproval from Faculty & Advisors
Business executive	50
Engineer	46
Veterinarian	32
Architect	25
Doctor	21
Lawyer	21
College Professor	18
Research Scientist	7

Item 62. Check which of the following professional jobs you think most men of your age and educational background disapprove of for women.

Profession	Percent of Students Who Anticipate Disapproval from Male Peers
Engineer	71
Business Executive	68
Lawyer	50
Veterinarian	43
Doctor	32
Architect	29
College Professor	18
Research Scientist	18

Summary of Items 57-62. Check which of the following professional jobs (You) or you think (Your closest male friend, Your mother, Your father, Most faculty and advisors, Most women of your age and educational background, Most men of your age and educational background) disapprove of for women.

Group	Subjects Who Disapprove or Anticipate Disapproval for One or More of the Professions Indicated in Item 62 Above	
	Percent	Number
Male Peers	86	24
Faculty & Advisors	79	22
Female Peers	61	17
Closest male friend	46	13
Fathers	36	10
Mothers	32	9
Subjects themselves	7	2

Although few of the subjects themselves disapprove of these professions for females, 79% of them anticipate disapproval from faculty and advisors for certain choices. Far from challenging the sex-role stereotypes, the University appears to be one of the strongest proponents of them in the minds of the students.

The group from whom female students expect the most disapproval for divergence from traditional female roles is their own male peers. More than half expect disapproval even from female peers. Since peer-group pressures tend to be quite strong, especially among young people, these attitudes would be expected to produce many conflicts in the minds of female students who were considering entering any other than the traditionally acceptable fields.

Considerably less disapproval is expected from individuals with whom there are close personal ties - the closest male friend, mother, and father. Yet even with these close friends and relatives, only 54% to 68% of the female students expect to receive approval for the pursuit of certain male-typed but otherwise very respectable professions.

Interestingly enough, these observations conflict with two other generally accepted stereotypes. Parents are thought to be as a whole relatively conservative. The University on the other hand, often basks in the image of being liberal, advante guard, and a leader in a dynamic society. Yet it appears that the roles are reversed with regard to sex-stereotyping, at least in the minds of the female students. The parents are seen to be most receptive to change, and the University faculty among the least receptive to change.

In summary, it appears that the tendency for female students to confine themselves primarily to a rather narrow range of traditionally accepted Female Majors results from a combination of factors which include:

a) Possible inherent differences in cognitive style which have for years been reinforced by parents, peers, and public institutions,

b) Strongly held cultural definitions of the "proper" professions for females,

c) Participation in a male-dominated academic community which has done little to challenge the male-female stereotypes,

d) The lack of female professionals (faculty, administrators) necessary to provide models with whom female students can identify,

e) And the paucity of female advisors and general lack of awareness of sex-role prejudices among male advisors.

The easiest route for the female student to follow is the traditional one. She can readily move through her entire college experience with unchanged and even unchallenged attitudes about herself and her role in society. If she decides to enter an area of skill or interest which has been traditionally reserved for males, she will find little support and probably considerable resistance. Although this report has addressed itself specifically to the problems of female students, it is clear that maintenance of stereotyped sex-role images are limiting and damaging to male students as well.

The creation of a Women's Studies Program could do much to further the educational process by creating an awareness of sex-roles and by challenging the stereotypes which have prevailed not only in this academic institution but also in many of the subjects which are studied here. Efforts on the part of the University to eliminate sex discrimination, to place males as well as females in supportive roles, and females as well as males in leadership roles, and to achieve adequate representation of both sexes in all areas, will undoubtedly be of direct benefit to the entire student population.

2. The Status of Female Students with Regard to Employment Opportunities and Other Benefits

Housing. Dormitory accommodations are equally available to single and married women. However, living-unit (apartment) accommodations for families are preferentially given to married students. Single individuals (usually female) with children are permitted in the apartment units, but with lower priority. The bias is even reflected in the name chosen for such accommodations - "Married Student Housing" rather than "Family Housing." Yet a married couple without children could adjust more readily to dormitory provisions or could more likely afford to live off campus than could a single individual with children. It appears that this policy reflects either the imposition of a moral judgement (divorce or having children out of wedlock is bad) or discrimination in favor of families in which the head of the household is male. It is the opinion of this Task Force that priorities for family housing be given on the basis of financial need, with preference to families with children.

Part-time Enrollment. Part-time enrollment opportunities offer many advantages to the potential student population of the University. Students who otherwise couldn't afford to be here can seek employment and schooling without undue hardship. Individuals young and old who for various reasons prefer to obtain their education at a slower than traditional pace can be accommodated. Greater heterogeneity of the student population can be expected, with consequent enrichment to the entire academic community. Many people are beginning to question whether University educational opportunities should belong only to the young and the carefree.

Part-time enrollment is of particular concern to individuals, primarily female, with family responsibilities. An increasing number of women who once abandoned their education to get married now find themselves divorced, responsible for the primary support of their families, and inadequately prepared to earn a living.

At the present time, there are four possibilities open to a person who wants to do part-time undergraduate work on this campus: concurrent education, extension, part-time work with special permission from the Dean, and extended learning. Extension credits often will not be accepted in degree programs. Part-time work with special permission is available only in cases of physical handicap or other exceptional circumstances. (In practice, this has included women with children and working wives.) Concurrent enrollment is limited because admission into any course is dependent on the instructor's permission, and on the fact that the instructor cannot admit a concurrent student if a regularly enrolled student needs the space. The idea of concurrent enrollment is appealing to many students, but they become discouraged when they cannot obtain enrollment in classes they desire. Extended learning, wherein regular courses are offered at times and places convenient to part-time students, offers the best solution to the problem. If the restrictions on enrollment are removed once the pilot program of the Division of Extended Learning is completed, part-time enrollment should become a feasible alternative for students.

On the graduate level, except for the Extended Learning Program, there is no university policy either for or against part-time status. Each department determines its own policy. In practice, it appears that part-time graduate status not often has been found acceptable since there were only 120 part-time students out of a total of 2300 enrolled (5%)

in 1971-72. The Division of Extended Learning will inaugurate a pilot program this fall. Eventually, this is expected to provide all part-time graduate students with regular courses at a reduced fee.

Part-time Employment. As has been mentioned previously (Section VI), there is a tendency for sex-typed jobs which are predominantly filled by females to be lower paying than integrated or male-sex-typed jobs having similar education and experience requirements. Even on the undergraduate level, males appear to enjoy certain employment advantages. There are many more part-time and summer jobs available in fields related to Masculine Majors than there are in fields related to the Feminine Majors. The small proportion of females who elect Masculine Majors share the benefits of these job opportunities with the males in those majors; however, the majority of the females (and the small proportion of males) in Feminine Majors have less opportunity for relevant part-time employment.

For example, in the Jacobs study (Appendix 5; page VII-4) the following question was asked:

> Item 43. Have you ever had summer or part-time jobs which were in any way related to your major? If so, what were they?

Ten of the 14 subjects in Feminine Majors at some time had jobs related to their studies, of which five (35.7%) were for pay. Twelve of the 14 subjects with Masculine majors had held jobs related to their fields of interest, and all (85.7%) were for pay. The jobs were provided by the University in the case of one Feminine Major (7%) and seven Masculine Majors (50%).

In spite of this, negative attitudes prevail concerning job opportunities for women in traditionally masculine fields.

Item 46. Has anybody made the following types of remarks about any of your choices of majors? If so, about which major? And by whom?
a) "A woman will have a hard time finding a job in that field."

Five women (35.7%) in the Feminine group had heard that remark, while 10 women (71.4%) in the Masculine group had been told that.

Employment Opportunities for Graduating Female Students. The University and free enterprise are to sex discrimination as the North and the South are to race discrimination. In the University, it is believed that discrimination is not proper and considerable effort is expended to pretend that it does not exist; things happen very subtly. In private enterprise and in many government offices there is no such pretense. Discrimination is practiced blatantly, and discriminatory attitudes are subdued only when it seems expedient (for example, if it seems necessary to do so in order to interview on a particular campus).

Robert Gerould, Placement Advisor at the UCD Placement Center, reports that many prospective employers who interview on campus practice sex discrimination. When Mr. Gerould appears sympathetic to the employer, the discrimination is blatant; when he appears protective of the students, the discrimination is more devious. A few specific instances of sex discrimination observed by Mr. Gerould are described below:

EXAMPLES OF EMPLOYMENT DISCRIMINATION AGAINST WOMEN STUDENTS AT UCD

Major Retailer

After interviewing 30 students for positions as Management Trainees during an on-campus recruiting visit, the company representative requested an all-male schedule for his next visit. His reason was that the company needed managers and although they interviewed women, women are never considered for real management jobs. All of the women interviewed were given identical "average" ratings and were rejected.

Marketing Company

The representative interviewed 14 students during a regular recruiting visit, of whom one was female. The recruiter confided after the interviews that the woman was the only qualified candidate, but that he wouldn't hire a woman. The student in question was rejected.

Utility Company

The company has separate "management" programs for men and women. The women regularly receive $50 to $100 per month less initial starting salary. Company recruiters proudly announced this year that one woman had been placed in the male management program, confirming suspicions that the program for women is a sham. The positions women college graduates receive involve supervising clerical workers and are also filled by women with no college education. While proudly and loudly recruiting and hiring college trained women in non-management "management" jobs, this company quietly moves them to the-back-of-the-bus.

Civil Service

A. by the Civil Service Personnel offices

Most civil service tests for college trained individuals consist of both written tests and panel interviews. The combined scores of these two examinations determines the candidate's place on the Eligible List from which appointments are made. Since most people are seeking more or less immediate employment, and since civil service agencies rarely hire more than 6 people at one time from such a list, a candidate must score high in both phases of the test to have any chance for employment.

One female student took similar tests in four different civil service jurisdictions. In three, she was number 1 on the Eligibile List. In the fourth she, the only woman, received the minimum passing score of 70 in the interview, which placed her far down on the list of eligibles in spite of having 98 on the written test. Her attempt to appeal was not heard because under the civil service rules a candidate may only appeal a failing score but not a passing score.

B. by Civil Service Agencies

Occasionally, women do appear near the top of civil service lists and their names are referred to agencies for consideration. Most jurisdictions operate on a rule of three. That is, an Agency may select from the top three names on the list when filling a particular position. When three women appear at the top of the list, this poses a slight problem to the agency.

> When an Agency interested in hiring receives the list of names from the Personnel Office, it sends to each candidate an inquiry explaining the vacancy and asking if the candidate is interested. Failure to respond within a stated time period results in notification of the Personnel Office and removal of the candidate's name from the employment list.
>
> In one six-week period three women students received notification that their names had been removed from an employment list due to their failure to respond to an inquiry, although no inquiry had been received. When contacted, the Personnel Agency stated a mistake had been made and that the names would be restored. Within two weeks the same event occurred to the same three women a second time. Further investigation revealed that an Agency was hiring from the Eligible List and had on both occasions notified the personnel agency that the women had not responded to inquiries.
>
> ### Private Employment Agency
>
> One woman student reports having visited a local branch of a national employment service and being asked by the woman interviewer what salary she, the student, expected. When the student responded with the range $650-$700 per month, the interviewer exclaimed in a shocked tone: "Why that's a man's salary!"

Professor Mary Regan in Applied Behavioral Sciences has found that the aspirations of female students decrease as they proceed through their college careers, while the aspirations of male students tend to increase. This phenomenon is undoubtedly related in part to the increasing awareness among juniors and seniors of the employment opportunities (or lack of them) for women, as well as to many of the factors discussed previously.

Campus Activities. The female student frequently finds that she is less eligible than the male students to participate in a variety of activities "available" on the Davis campus. The restrictions which are imposed on her because of her sex reinforce her impression that she is perhaps merely a guest in an essentially male institution. For example, the UCD Marching Band was open originally to female and male students and the Band was integrated for the 1958, 1959 and 1960 seasons. In

1960, the Band members had a long discussion about whether or not females had the physical endurance to participate in the planned activities. An amendment to the Band's constitution was proposed that would exclude the female members; about 80% of the members voted for the adoption of this measure. Thus, since the 1961 season, the band has been known as the UCD All-Male Marching Band. Since no counterpart all-female marching band was formed, girls interested in this activity have been entirely excluded.

Similarly, girls find far fewer opportunities for use of the physical education facilities outside of regularly scheduled classes than do the male students. It is important that all campus activities be carefully examined and all unnecessary sex-related biases be removed.

PART IX

WOMEN IN ADMINISTRATION

Ruth Anderson
Ruth B. Dixon
Robert Glock
Kathleen Fisher

Donna Heidanus   Barbara Heller   George York

Any report on the status of women in the administration at UC Davis must necessarily be brief. For all practical purposes, there are not now and never have been women in important, visible positions in the UCD administration.

The Davis campus has never had a woman Chancellor.

There has never been a woman Vice Chancellor at Davis.

Among the academic Deans at Davis, there has never been a woman.

The position of Dean of Women has been held by a woman. However, this is a non-academic post.

Among the management personnel at UCD, there are 27 men (93.1%) and one woman in addition to the Dean of Women described above (6.9% female).

Management Personnel at UCD

Spring, 1972

	Male	Female
Chancellor	1	
Chancellor Emeritus	1	
Executive Vice Chancellor	1	
Vice Chancellor	3	
Dean of University Extension	1	
Associate Dean of University Extension	1	
Assistant Vice Chancellor	6	
Special Assistant to the Chancellor	1	
Executive Assistant to the Chancellor		1
University Librarian	1	
Personnel Officer	1	
Public Information Officer	1	
Business Services Officer	1	
Accounting Officer	1	
Development Officer	1	
Budget Officer	1	
Student Health Service Director	1	
Director of the Computer Center	1	
Material Manager	1	
Campus Architect	1	
Administrator of Physical Plant	1	
Dean of Women		1
	27	2
	93.1%	6.9%

The Chancellor, Executive Vice Chancellor, 3 Vice Chancellors, and 6 Assistant Vice Chancellors are all male, as are the 2 Deans, 6 Officers, 2 Directors, and 1 Manager. The one woman in the management group, Executive Assistant to the Chancellor, deserves special notice. She is one of the few women on the Davis campus to succeed in escaping from the clerical dead-end position of Administrative Assistant. She works closely with the Chancellor and bears a great deal of responsibility. Yet her salary is significantly lower than those of the Chancellor and his male assistants, often by a factor of 2 (administrative salaries are a matter of public record available in the Salary and Wages Supplement to the Budget, 1972-3, and need not be reproduced in this report). It seems that on those rare occasions when women do move up into management, they do so at a respectful distance behind.

Occasionally, women do become Department Heads. At the start of the 1971-72 school year, one Acting Department Head and two regular Department Heads were women. By the end of this fiscal year, the number of female Department Chair persons will be reduced to one.

Statewide administration also excludes women. Looking at the management of the University of California as a whole, a similar picture is obtained. There have never been any women Presidents or Vice Presidents. There have been 120 Regents since the establishment of the University of California; of these, 7 have been women.

Women Regents of the University of California

Name	Term
Phoebe Apperson Hearst	1897-1919
Mina Eshelma Sherman	1913
Margaret Rishel Sartori	1919-1937
Elanor Banning MacFarland	1937-1940
Dorothy B. Chandler	1954-1970
Catherine C. Hearst	1956-1974
Elinor Haas Heller	1961-1976

Interestingly, the number of women regents has remained nearly constant (1-2, occasionally 0 or 3) for 75 years, since 1897.

These figures are not shocking to most of us. Even though the University of California is a public institution which is maintained by the state of California primarily for the people of California, and even though approximately 50% of the population of California is female, and slightly less than 50% of the undergraduate student population is female, and 24% of the graduate student population is female, it does not seem surprising to most that there are so few women in administrative positions. Traditionally, such posts have not been open to women nor have they been actively sought by women, except in institutions which are segregated for women.

Women often expect to receive lower salaries than men. A questionnaire was sent to a random sample of 100 senior and graduate women at UCD (Appendix 6) in a variety of disciplines to ascertain their attitudes toward women in administration. Forty percent returned the questionnaire (although not all respondents answered all questions). Asked if they expect to receive the same salary as a man in the same position, 29 said yes and 8 (22%) said no.

Because women are not seen in top management posts, it is difficult for many young women to imagine that they could be in such positions. In the same questionnaire, students were asked whether they thought women are capable of being boss; 34 said yes and 2 (5.5%) said no. It would be folly to ask such a question of male students: Do you think men are capable of being boss?

Although men retiring from the armed services find many managerial and administrative doors open to them, women retiring from raising a family find few if any doors open, regardless of their educational and occupational qualifications. As the woman who wrote the following letter suggests, "Theoretically we should have something special to offer - but who wants us?"

> I commend you and your committee for the survey you are conducting on opportunities for women in administration. I wish you well, and if anything develops from it that leads to concrete opportunities, please add me to your list of potential employees!
>
> I will receive my bachelor's degree in English at the end of the winter quarter, although I entered junior college in 1937. Marriage, plus education of husband and children, prevented my obtaining a degree until this time.
>
> I am 50 years old, now single, in excellent health, with considerable experience in office work (largely in education), and need to earn my own living upon graduation.
>
> Aside from fulfilling a promise to myself to "get my degree" sometime, my major goal in returning to college was to escape the tyranny of the typewriter. I would like to do something more significant than being part of the office furniture.
>
> I have sketched the details of my own situation as an example of the special kind of problems facing the mature woman who is returning to the work world. Theoretically we should have something special to offer - but who wants us?
>
> I hope your committee will give special consideration to this aspect of women in administration. My letter is a bit flippant, but only to hide the real despair I sometimes feel when contemplating what kind of job will be available to me next March.

Top level administrators are often hired from outside the university, while qualified women on campus are overlooked. The highest nonacademic staff position generally open to women is the Administrative Assistant category, the top-of-the-line of clerical and secretarial ranks. Many highly qualified women are clustered in these positions, women with years of experience in supervising clerical staff, coping with a multitude of personnel regulations, overseeing the administration of grants, preparing budgets, scheduling classes, and so on. Considering the turnover of Department Heads, many Administrative Assistants hold primary responsibility for running the departments. Yet few if any of these women ever manage to progress to higher level administrative positions.

Even in the move from Departmental Administrative Assistant to Campus-wide Administrative Assistant, men do better than women.

Administrative Assistants
June 1970

	♂	♀	% ♂
Departmental	2	102	1.9
Campus-wide	4	51	7.2

Why are qualified women on campus overlooked when top administrators are hired? Some common assumptions about women's career aspirations may be relevant here: that, no matter how long the woman in question has been employed,women in general are not as career-oriented as are men; that women will stop working when they marry, become pregnant, or have children; that if a woman is married, she is a poor risk for a top position because she may leave if her husband moves; that women don't want or need high salaries; or that men and women alike "naturally" resent being supervised by a woman. On top of these obstacles, women at UCD find that when high administrative posts are filled, candidates from outside the university are frequently sought and preferred over those already employed on campus. (Retired military men are popular choices for many of these positions.)

The University could make great strides in increasing the proportion of women in administrative positions by upgrading the status of highly qualified women already employed at UCD who are held back in positions that do not fully utilize their training and talents, rather than searching elsewhere, among predominantly male candidates, to fill these vacancies.

PART X

THE MINORITY WOMAN

Kathleen Fisher
Ruth B. Dixon
Janie Woods

In the University, a world dominated by Caucasian males, minority women must bear the burdens of all women and of their particular ethnic minorities. They suffer from the lack of role models of both women and minority individuals in positions of leadership and responsibility. They tend to lower their aspirations, in comparison to white males, both because of the combination of forces which work to produce feelings of inferiority and because of the practical realizations that so many doors are closed to them. All of the tendencies which have been described in this report to channel women into lower-paying job categories in spite of their qualifications, combined with the well-known tendencies to channel minorities into lower paying positions, are culminated in the Minority Woman. And the socio-economic toll is particularly great because the Minority Woman is so often solely responsible for the support of her family.

This seemingly overwhelming combination of negative forces is in part counterbalanced by some other factors. The Minority Woman has confidence that she can work. In fact, she generally grows up knowing that she must, as did her mother and her aunts and her grandmothers. She has not had the opportunity that white women have had to sit at home and "be protected" from the world. Thus, she may often have a more positive image of herself in terms of her capabilities, and she often does not share the frustrations and lack of fulfillment of the leisure-class white woman.

The Minority Woman identifies much more strongly with the struggles for racial equality than she does with the women's movement. Indeed, she has very little patience with the ideologies of the latter, even though she recognizes that she is just as affected as the white woman by such policies as unequal pay for equal work and underpayment in female-typed job classifications.

The minority woman generally has an advantage over the minority man in the white establishment system, since she poses much less of a threat to The Man (i.e., Caucasian males). After all, she is "only a woman."

For many years it was not considered proper or legal to ask an employee's ethnic identity. Now this information is being sought again, and UCD has been using the system of self-identity. Since such inquiries are offensive to many people, they choose not to respond or do not respond accurately. As a result, every attempt by this Task Force to collect data has resulted in a new and different set of figures. Several sets have been arbitrarily selected from the others and are summarized below; the reader should recognize that these statistics are at best approximations.

Employees of Davis Campus*

	Total	Minority	% Minority	Statewide % Minority
All Employees	7067	965	13.8	26.1
Male Employees	4709	614	13.0	
Female Employees	2358	351	14.9	

* Information from Deanna Falge for UC Davis, 1971.

About one-fourth (26%) of all the people in the state of California are members of ethnic minority groups. The Davis campus employs minorities at about 50% of their availability in the statewide population (13.8%). A greater proportion of female employees (14.9%) than of male employees (13.0%) are minority individuals.

Ethnic Distribution of UCD Minority Employees

	Number of Ethnic Minority Males and Females at UCD*			% Minority of ♂, ♀, and total UCD employees*			Composition of statewide population % minority**
	♂	♀	Total	♂ (4709)	♀ (2358)	Total (7067)	
Black	108	74	182	2.3	3.1	2.6	7.9
Oriental***	279	130	409	5.9	5.5	5.8	2.8
Amer. Indian	40	20	60	1.2	0.8	0.9	0.5
Mex. Span. Amer.	187	127	314	4.0	5.4	4.4	4.9
Totals	614	351	965	13.4	14.8	13.7	26.1

* Information from Deanna Falge for UC Davis, 1971.

** 1970 Bureau of Census Statistics, from Chancellor's Office.

*** Although the designation "Asian" is often preferred to the designation "Oriental", "Oriental" is the category title which has been used by the University and which is used in this report; the authors hope that this title is not offensive to its readers.

Blacks and Mexican-Americans are employed at about one-third of their level of availability in the statewide population (33% and 29.5% levels respectively). In both of these ethnic groups, the women fare better than the men. Three percent of the female employees are Black, while only 2.3% of the male employees are Black. Similarly, 5.4% of UCD female employees are Mexican-American, yet only 4.0% of the males are of this ethnic minority.

In contrast, Orientals are employed by UCD at twice their incidence in the statewide population; 5.8% of all employees are Oriental, yet only 2.8% of the California people are Oriental. Unlike the situation with the Blacks and Mexican-Americans, there are proportionately more male Orientals than female Orientals. Perhaps Caucasian males feel less threatened by Oriental men than they do by Black and Mexican-American men, or perhaps Black and Mexican-American women are more accustomed to working than are Oriental women; a complete discussion of the implications of the data will not be undertaken here.

According to a three-year summary of ethnic composition of UCD obtained from the Office of Equal Employment Opportunity, the number of American Indians at UCD has more than doubled between 1969 and 1971. It is difficult to evaluate how much of this apparent increase is real, and how much is a function of data collection errors. It appears from the information above that UCD employs slightly more American Indian males than females.

Not only are minority women underemployed, but they are predominantly found in lower-paying and lower-status job classifications.

Selected Academic Positions University-wide*

	Women	Minority Women	Minority
Dean, Professor, Associate and Assistant Professor, Lecturer, Instructor, Associate	4.2%	0.4%	2.6%
Dean, Professor	3.1%	0.1%	3.8%
Associate and Assistant Professor	8.9%	1.4%	8.2%
Instructor	36.3%	2.7%	8.2%
Lecturer	28.2%	2.5%	11.7%
Associate	31.3%	4.0%	15.9%

* Based on statistics gathered October 31, 1970, Office for Equal Employment Opportunity.

Only 0.4% of all Deans, Professors, Associate Professors, Assistant Professors, Lecturers, Instructors, and Associates in the entire University of California are minority women. Minority men fare six times better than minority women in these positions of authority. The proportions of minority women, like the proportions of white women and total minorities, drops steadily with increasing status. There is a four-fold reduction in the proportion of total minorities between the Associate and Professor/Dean ranks, and a ten-fold reduction in the proportion of women over that span. It is probably not entirely coincidental that there is a forty-fold reduction of minority women. The problems of discrimination against minority women should not be underestimated.

A more thorough examination of the status of minority women on the UCD campus in indeed needed. Unfortunately, the necessary data do not appear to be available at the present time. On the basis of the information which has been examined by this Task Force, it is likely that patterns of under-representation of minority women seen in the professorial ranks and their concentration at the bottom steps are similarly repeated in most other areas of university employment. There is perhaps one notable exception: two of the most prestigious receptionist positions in the University are filled by black women.

Undoubtedly, the problems associated with being a woman in the University - whether student, faculty, or staff - are compounded by the problems associated with being a minority group member. While minority women tend to see racial issues as the major obstacle to their advancement, the statistics presented here suggest that their sex may be an even greater liability. It would be interesting to know if a more complete analysis would support this conclusion.

PART XI

PERSONNEL POLICIES

Kathleen Fisher
Sandra McCubbin

Personnel policies in the University of California are established on a University-wide basis, although the specifics of implementation are often determined at the campus level. Personnel practices are extremely important determinants of the success or failure of any affirmative action program.

The Task Force on the Status of Women at Davis does not wish to overlook this critical area, yet it wishes to avoid duplication of efforts that have already been expended on other campuses and in the Office of the President. Consequently, the discussions that follow are brief and deliberately incomplete. They are intended to call the reader's attention to some of the major items of Personnel Policy that now present barriers to women, and to recommend revisions that would implement affirmative action for women. More thorough analyses of the problems, as well as more detailed recommendations, can be found in a variety of reports including those indicated below:

1. Replacement of the Nepotism Regulations, Memo to Vice President Angus Taylor, from the Nepotism Study Committee of the Berkeley Women's Faculty Group (c/o Susan Ervin-Tripp, Dept. of Rhetoric, UC Berkeley)
2. Personnel Practices Related to Women, prepared under the supervision of Rebecca Mills, December, 1970, Office of Equal Employment Opportunity, University Hall, UC Berkeley
3. Task Force Report on Day Care Centers, Davis, 1970
4. A Study of Maternity Leave Policies and Practices In Other Countries and in Industries and Unions in the United States, by Ruth McElhinney, September, 1971, Office of Equal Employment Opportunity, University Hall, UC Berkeley
5. Report of the Chancellor's Advisory Committee on the Employment Status of Staff Women on the Berkeley Campus and in the Office of the President, Part II, Personnel Policies (c/o Afton Crooks, Office of the President, UC Berkeley)

The recommendations made in these reports are applicable to Davis as they are to all UC campuses.

Maternity and Paternity Leave

Maternity leave recognizes the right of a woman to bear children without penalty to her employment status. Executive Order 11246, ammended by Executive Order 11375, states that employers may not penalize women employees because they require time away from work on account of child-bearing. The law requires that childbearing be considered justification for leave for a reasonable period of time, and that the employee be guaranteed reinstatement to the same or similar position and pay held prior to the leave, without loss of accumulated benefits.

Paternity and maternity leaves recognize the rights of both parents (or either parent) to participate in the nurturing of their (his or her) child. As sex roles become redefined, men and women alike assume both breadwinning and childrearing functions. The principle of equal responsibility in the home is becoming increasingly more prevalent. With infant care, for example, the female parent may choose to take the primary responsibility for nurturing the first child, the male parent for the second. Adoptive parents, sometimes single, sometimes male, are also increasing in frequency. The parent of a newborn child, whether male or female, whether adoptive or natural, should have the right to take a leave of absence from his or her employment situation to care for that infant.

Paternity and maternity leaves also recognize the rights of children to begin life with loving care. It is established fact that the first year and especially the first few months of human life are critical to the emotional and physiological well-being of individuals for their entire lives. The social investment in providing paid leaves of absence for parental care of newborn infants is relatively small compared to the social investment required to care for or contain emotionally disturbed young adults. Provision of the former may greatly reduce the need for the latter.

There is, of course, precedence for paid leaves. The University gives military leaves with full pay, even though the individuals on leave are also paid by the Armed Forces. Career employees in the reserves may receive up to 30 days paid leave annually for more than twenty years; maternity and paternity leaves could be limited to two per person. Many industries, unions, and governments around the world have established a value system in which infant care is at least as important as military duty. For example, civil service employees in Sweden receive six months leave of absence with pay for childrearing.

The Task Force recommends that the University of California make at least three month paid maternity and paternity leaves available to all employees, regardless of marital status. Leaves of absence for infant care should be permitted to extend for up to one year, with full pay for the first three months, after which the employee could take accumulated vacation pay and sick leave, and then leave-without-pay status. The employee should be guaranteed reinstatement to the same or similar position held prior to the leave without penalty to retirement benefits, health plans, and earned time toward merit increases.

Tandem Jobs

A tandem position is one which employs two people, each on a half-time basis. By providing for tandem employment, the University could greatly increase opportunities for part-time employment at all levels.

Tandem jobs increase the opportunities for employment of women. Many women actually hold two full-time jobs - one at the University and one at home. Some of these women would prefer to work less than full-time in the former position. In fact, in the survey of academic non-senate staff (Appendix 3), 12.5% of the female respondents who are now working full-time indicated that they would prefer working part-time.

Most of the part-time jobs presently available on campus are at low clerical, laboratory, or other subordinate levels. They tend to be low-paying, to be associated with relatively little responsibility, and are often temporary. With tandem jobs, the implication is different: the position is "part of" a full-time appointment rather than a "part-time job." The tandem job concept permits part-time employment in many areas which have previously been restricted to full-time personnel.

Tandem jobs would provide many benefits to the University. Absenteeism could be effectively reduced, since one employee could cover for another. Half-time employees could work extra hours during periods with extra heavy work loads, eliminating the need to hire inexperienced temporary help. Vacations could be staggered so that the position is never left entirely vacant. Skills could be combined so that, though their qualifications are similar, one individual could be stronger in one aspect of the job and the tandem team partner stronger in another aspect. The University is well aware of the phenomenon which frequently accompanies part-time appointments: give an employee two half-time appointments in different areas, and that employee often devotes 60-70% effort to each 50% position. Similarly, the total employee input from a tandem team would frequently be greater than that which could be expected from a single individual in the same position. These various benefits should outweigh the problems of adjusting sick leave, vacation time, insurance benefits, etc. for part-time personnel.

Tandem jobs could be filled either by two individuals applying as a team or by selection and matching of applicants by the employer. Tandem employment and full-time employment could be equally acceptable alternatives for many job classifications, although obviously not for all. For some jobs, tandem employment might be specifically preferred, while in others a full-time appointment might be more satisfactory.

The Task Force recommends that the University provide opportunities for tandem employment in all job classifications in which tandem teams could work successfully.

Nepotism

The University of California has recognized many of the problems associated with nepotism rules. Briefly, these problems include:

1. More than half of the nepotism cases arising in the University concern husbands and wives.
2. Women suffer more from the rules than men.
3. Wives often have to work in tangential departments or research institutes, and often are thrust into marginal job situations in spite of outstanding scholarly activity.
4. Wives sometimes must accept jobs without stipends.
5. Husband-wife teams are prevented from potentially fruitful collaboration.
6. Women frequently cannot apply for research funds because of their tangential job classifications, and therefore cannot achieve recognition as principle investigators, when in fact they often are.
7. Highly qualified candidates may be lost because of the restrictions.

The University has now modified its Staff Personnel Rule concerning the employment of near relatives to the effect that candidates for a vacancy should not be disqualified by reason of near relationship to an appointee already in the department or by reason of near relationship when simultaneous appointment of near relatives to a department is recommended. Appointment of a near-relative to a department, or continuance of the appointments of two members in the same department when a near-relative relationship is established between them, requires authorization by the Chancellor. University staff members are not permitted to participate in any review or decision-making processes concerning the employment of near relatives.

The Task Force recommends that the abolition of nepotism restrictions be publicized, that qualified spouses of currently employed faculty and staff members be encouraged to apply for available positions, and that the Chancellor use his authority to eliminate all unnecessary nepotism restrictions.

Child Care Facilities

Many women employed by the University have children. For example, among respondents to the staff questionnaire (Appendix 3), 45% of all non-academic staff and 29% of all academic staff women have at least one dependent child.

Women are frequently responsible for the primary support of their families. Our survey showed that 46% of 187 non-academic and 65% of 31 academic female staff respondents are responsible for the support of themselves or their families.

Baby-sitting facilities in Davis are expensive and inadequate. It has been estimated that women in Davis generally spend at least 25% of their salaries for baby sitting services. Frequently, these consist of no more than minimal custodial care. It is often difficult to find a satisfactory baby-sitter, and even more so to find one who is willing to care for a sick child. The latter problem contributes to employee absenteeism.

And although the sex roles are gradually being redefined, women are at present primarily responsible for making the arrangements for care of the children, and for providing such care when babysitters are not available.

Faculty women and professional staff women are sometimes unable or reluctant to attend important professional meetings or seminars away from campus because of the absence of adequate childcare services. Since such travel is an integral part of professional careers, and since women more than men are affected by the problems of childcare, the absence of a Child Care Center discriminates against women.

Child care facilities should be as much of an employee benefit as retirement plans and health insurance. The Task Force recommends that day care be provided for the children of all students, staff, and faculty on a reasonable pay-as-you-can basis. Care should be provided for sick as well as for well children. Overnight care should be available for children of employees who leave campus to attend professional meetings, training centers, etc.

Other Personnel Policies

The Task Force on the Status of Women at Davis concurs with the recommendations made in the report prepared by the Office for Equal Employment Opportunity, in cooperation with the Wright Institute, initially entitled Personnel Practices Related to Women: Summary and Recommendations Based on an Exploratory Study of the Berkeley Employment Office, and now being printed under the title Women and the Personnel Office at UCB. The recommendations from that report are reproduced below.

Recommendations to the Berkeley Campus Employment Office

A. Authority

1. Issue a general policy statement regarding the employment of women designed to produce a concern for employment problems of women parallel to that engendered by the Cheit Directives on minority hiring.
2. Develop affirmative action guidelines for women.
3. Assign responsibility to assure conformity with policy and directives.
4. Agree upon a procedure and a line of responsibility to use in conflict, problems, or grievances connected with discrimination by sex.
5. Establish the position of a "Woman's Advocate" or Ombudswoman.*

B. Recruitment and Hiring

1. Develop a list of sources for recruitment of women similar to special sources used for minorities, e.g., AAUW, Business and Professional Women's Associations, women's colleges, welfare rights organizations, etc.
2. Stop separate advertisements and place all ads in the joint "male and female" section, except where sex is a bona fide occupational qualification. Advise minority recruitment sources that positions are available to both sexes.
3. Unions, when used as recruitment sources, should also be advised of the University's policies, urged to re-examine some of their classifications, and to take affirmative steps to admit women of all races to their membership and apprenticeship programs; develop education programs on women with unions.

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* The Davis Task Force recommends the appointment of an Assistant Vice Chancellor to work closely with the Chancellor of Academic Affairs

4. Discontinue the current use of professional and nonprofessional applications, or encourage applicants to fill out both forms, whenever qualified.
5. Develop a system for considering and crediting as employment experience non-paid household and community jobs of applicants, such as budgeting and purchasing, community organization and committee work. Waive strict standards for prior experience in the case of jobs previously closed to women.
7. Rely systematically on files, updated at scheduled intervals, and cross-file applicants for all classifications for which they qualify.
8. Establish affirmative action goals to integrate job roles of men and women at all levels of employment.
9. Establish an Affirmative Action file for women of all races qualified for positions predominantly occupied by men, and require review of this file before outside recruitment is authorized.
10. Insist that departmental appointing powers not require overqualified personnel, and either reclassify positions or accept the minimally qualified applicants who are referred.
11. Determine and announce which positions, if any, require sex as a bona fide occupational qualification.

C. Promotion, Classification, and Salary

1. Design or review career ladders, horizontal, vertical, and diagonal, to assure opportunity of advancement to and through classification series, from unskilled to skilled, non-professional to professional and non-professional to managerial jobs.

2. Facilitate promotion as soon as possible for persons initially placed in positions for which they are overqualified; file applications of such persons in the Affirmative Action file; when appropriate, waive the probationary ban on promotions.
3. Develop and systematically use a periodically updated promotional file. Employees should be automatically reviewed for promotion at regular intervals.
4. Review salaries in relation to job qualifications and specifications and eliminate inequities that are the result of sex discrimination.
5. In jobs where heavy lifting or other strenuous exertion is required, determine ability on the basis of a physical examination.

D. Training

1. Hold in-service training sessions for supervisors, personnel staff, and employees on sex discrimination and problems associated with breaking stereotyped job roles, attitudes, etc.
2. Establish on-the-job and job upgrading training for women in fields of traditionally male expertise (and vice versa for men).
3. Establish counseling sessions for men and women working in non-traditional sex-typed roles.
4. Systematically establish career development programs for all women employees.

E. Special Programs

1. Establish such services as child care facilities, counseling, and a reference file of available child caretakers and centers, to aid parents--employed or seeking employment with the University--who need care for their children.

2. Guarantee paid maternity and paternity leave for employees without loss of job or job status.
3. Provide part-time career opportunities at all levels of employment.

F. Communication

1. Inform the public about University policy against sex discrimination.
2. Issue and post statements for applicants and recruitment sources affirming University policy against sex discrimination, detailing specific examples of formerly sex-typed jobs now open to both men and women.
3. Make available the ethnic and sex summaries by unit and title code to all Employment Representatives.
4. Provide copies of this and other reports to interested groups.

G. Investigations

1. Maintain separate statistics for men and women on the hiring and promotion process to review progress and determine the blocks to affirmative action. The present departmental order form could be revised to include sex codes, departmental and recruiter sex preferences, and whether the position is usually sex-typed. Record applications, new hires, requests for transfer or promotion, promotions, and terminations.
2. Seek information to create a detailed profile of male and female employees: rates of turnover, rates of promotion, length of service, actual salaries, educational level, age, ethnic group, level of job-related experience, and number and age of dependents.
3. Continue research and development regarding child care needs and facilities.

PART XII

APPENDIX

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Appendix 1.

FACULTY ATTITUDE SURVEY

UNIVERSITY OF CALIFORNIA, DAVIS

BERKELEY • DAVIS • IRVINE • LOS ANGELES • RIVERSIDE • SAN DIEGO • SAN FRANCISCO · SANTA BARBARA • SANTA CRUZ

TASK FORCE ON THE STATUS OF WOMEN
OFFICE OF THE CHANCELLOR
DAVIS, CALIFORNIA 95616

May 18, 1971

Dear Colleague:

On April 28, 1970, Chancellor James H. Meyer appointed a committee to investigate the status of women on the Davis campus. In keeping with its charge, the committee has established sub-committees to investigate the status of women among administrative personnel, faculty, and students.

Many methods of collecting information are being used. One of them is an attitude survey of all faculty members and a sample of faculty wives. We would greatly appreciate your cooperation in filling out the enclosed questionnaire. Your cooperation is essential if we are to secure an accurate picture of faculty opinion. The efforts of the various sub-committees are being coordinated, so that this should be the only occasion when we will be asking your assistance. Your responses, of course, will remain anonymous. Our findings will be published in a report next fall.

INSTRUCTIONS: After you have filled out the questionnaire, please fold it in half, staple it closed, and drop it into campus mail. (The return address is already stamped on the back.) At the same time, would you please return the enclosed post-card, so that we can record that you have responded without in any way jeopardizing your anonymity. If you have any questions about the auspices of the survey, please call Nadine Thomas in the Planning and Analysis Office (2-0250).

Thank you for your cooperation in this matter.

Sincerely,

Kathleen Fisher

Dr. Kathleen Fisher, Chairman
Task Force on the Status of Women

I PLEASE CHECK THE APPROPRIATE SPACE SHOWING WHETHER YOU STRONGLY AGREE, AGREE, DISAGREE, OR STRONGLY DISAGREE WITH THE FOLLOWING STATEMENTS.

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Many qualified women can't get good jobs, although men with the same skills have less trouble.	5/1	2	3	4
2. In my opinion, children of working mothers are not as well adjusted as children of non-working mothers.	6/1	2	3	4
3. Faculty members, regardless of sex, should be permitted leaves of absence to take care of young children.	7/1	2	3	4
4. Men in the academic world are generally more career oriented than their female colleagues.	8/1	2	3	4
5. In my opinion, in the tight job market such as we have now in the universities, women really have no business pushing for increased job opportunities.	9/1	2	3	4
6. It seems to me that women are just as capable of doing competent research as are men.	10/1	2	3	4
7. Women should be represented on all Senate committees that have major responsibilities for academic policy.	11/1	2	3	4
8. Female faculty do not publish as much as males in their field.	12/1	2	3	4
9. Women should hold off making demands until more of the demands of minority group members are met.	13/1	2	3	4
10. The university should make child-care facilities available to all faculty members and employees who desire them.	14/1	2	3	4
11. I would be reluctant to hire a woman for a faculty position because she would probably not stay on the job as long as a man.	15/1	2	3	4
12. Age should not be a criterion in admitting men or women to graduate school or considering them for faculty positions.	16/1	2	3	4
13. Women are probably not as good at critical thinking as men.	17/1	2	3	4
14. Female applicants for faculty positions should be sought out and given preference until their numbers on the faculty approximate the number of women trained in the field.	18/1	2	3	4

	Strongly Agree	Agree	Disagree	Strongly Disagree
15. Husbands and wives should be able to hold faculty positions in the same department so long as each does not participate in promotional decisions regarding the other.	19/1	2	3	4
16. The husband of an academic woman is often forced to perform domestic duties that should not be his responsibility.	20/1	2	3	4
17. Sexual tensions are likely to cause problems when women are on the faculty.	21/1	2	3	4
18. Generally speaking, women do not handle professional status with much sophistication or restraint.	22/1	2	3	4
19. Men who regard faculty women favorably usually change their minds when they have to work closely with them on departmental committees.	23/1	2	3	4
20. People tend to find highly successful women particularly threatening.	24/1	2	3	4
21. Women faculty are more likely to take a personal interest in students than are men.	25/1	2	3	4
22. Persons with lectureships or research appointments should be periodically reviewed for advancement to assistant professorships or higher.	26/1	2	3	4
23. It is important for female students to have female faculty to turn to.	27/1	2	3	4
24. Women tend to be better at teaching younger undergraduate students than at teaching advanced graduate students.	28/1	2	3	4
25. Graduate education for women is a poor investment since they often do not use their training.	29/1	2	3	4
26. Few women are capable of being good wives, mothers, and professionals simultaneously.	30/1	2	3	4
27. Generally speaking, my mother was probably smarter than my father.	31/1	2	3	4
28. All faculty should be permitted to hold less than full time appointments without prejudice to eligibility for promotion, tenure, and sabbatical leave.	32/1	2	3	4
29. Departments with small percentages of women graduate students should actively recruit more women.	33/1	2	3	4
30. The truly qualified women in my field have no trouble achieving recognition and getting ahead.	34/1	2	3	4

	Strongly Agree	Agree	Disagree	Strongly Disagree
31. Provision should be made for paid maternity leave for female faculty.	35/1	2	3	4
32. Women should be considered for fellowships and other support without consideration of their marital status.	36/1	2	3	4
33. Professional competition between a husband and wife is bound to be harmful to a marriage.	37/1	2	3	4
34. Men generally have an easier time getting research grants than their female colleagues.	38/1	2	3	4
35. Women should be included on every departmental committee of graduate admissions.	39/1	2	3	4
36. In my opinion, departments with more women on their faculties have less prestige than those with fewer.	40/1	2	3	4
37. All other things being equal, if confronted with a choice between a male or female candidate for a faculty position I would favor the male.	41/1	2	3	4
38. I generally find it difficult to work closely with a woman in a professional context without becoming conscious of her as a sexual person.	42/1	2	3	4
39. A Department of Women's Studies should be organized at Davis if there is a demand for it.	43/1	2	3	4
40. A standing committee on the Status of Women at Davis should be appointed to report annually on the progress of the campus in achieving equality of opportunity for women.	44/1	2	3	4
41. Financial assistance for graduate students should increase with the number of dependents.	45/1	2	3	4
42. Departments should actively seek women faculty members even when some male faculty are opposed to the idea.	46/1	2	3	4
43. Few men are capable of being good husbands, fathers, and professionals simultaneously.	47/1	2	3	4
44. Husbands and wives who both have faculty positions always end up competing with each other, whether they intend to or not.	48/1	2	3	4
45. When faculty positions become open, they should always be listed publicly in the official organs of professional associations so that all interested persons have an opportunity to apply.	49/1	2	3	4

II PLEASE INDICATE YOUR IMMEDIATE FIRST IMPRESSION OF WHAT A TYPICAL FEMALE FACULTY MEMBER IS LIKE BY PLACING AN X ALONG EACH DIMENSION IN THE APPROPRIATE AREA.

For example, if there were a "hot...cold" dimension, and your immediate impression of a female faculty member is of one who is fairly cold, then you would mark an X in the area closer to the "cold" end of the continuum.

hot ____ ____ ____ ____ X ____ cold

TYPICAL FEMALE FACULTY MEMBER

tense	50/1	2	3	4	5	6	calm
passive	51/1	2	3	4	5	6	aggressive
dependent	52/1	2	3	4	5	6	independent
emotional	53/1	2	3	4	5	6	logical
feminine	54/1	2	3	4	5	6	masculine
irrational	55/1	2	3	4	5	6	rational
unproductive	56/1	2	3	4	5	6	productive
open	57/1	2	3	4	5	6	closed
demanding	58/1	2	3	4	5	6	accepting
ambitious	59/1	2	3	4	5	6	unambitious
cooperative	60/1	2	3	4	5	6	competitive

NOW PLEASE MARK EACH OF THE FOLLOWING DIMENSIONS ACCORDING TO THE SAME INSTRUCTIONS, BUT THIS TIME FOR YOUR IMPRESSION OF WHAT AN IDEAL FACULTY MEMBER (EITHER MALE OR FEMALE) WOULD BE.

IDEAL FACULTY MEMBER

(Male or female)

tense	61/1	2	3	4	5	6	calm
passive	62/1	2	3	4	5	6	aggressive
dependent	63/1	2	3	4	5	6	independent
emotional	64/1	2	3	4	5	6	logical
feminine	65/1	2	3	4	5	6	masculine
irrational	66/1	2	3	4	5	6	rational
unproductive	67/1	2	3	4	5	6	productive
open	68/1	2	3	4	5	6	closed
demanding	69/1	2	3	4	5	6	accepting
ambitious	70/1	2	3	4	5	6	unambitious
cooperative	71/1	2	3	4	5	6	competitive

III THE FOLLOWING QUESTIONS REFER TO YOUR OWN ACADEMIC DISCIPLINE AND DEPARTMENT.

1. What is your general impression about how most of your colleagues feel about female scholars in your field? (CHECK ONE)

5/1 _____ Their work is generally considered somewhat below average
2 _____ Their work is generally considered about average
3 _____ Their work is generally considered superior
4 _____ There are so few women scholars in my field that it is almost impossible to judge
5 _____ Other (specify) _____________________________

2. Compared to men, what are the main barriers that a new female faculty member would face in being fully accepted as a colleague in your department? (CHECK ALL THAT APPLY)

6/1 _____ No special barriers
7/1 _____ Gaining respect as a serious professional
8/1 _____ Being considered a friend as well as a colleague
9/1 _____ Getting along with the secretaries and other women on the staff
10/1 _____ Getting along with the graduate students
11/1 _____ Other (specify) _____________________________

3. a) Here are some groups that inevitably judge the quality of professional performance in the university. Whose judgement should count the most when the overall performance of faculty members in your department is assessed? (CHECK ONE IN THE LEFT HAND COLUMN)

b) Are there any others on the list whose judgement should count? (CHECK ALL THAT APPLY IN THE RIGHT HAND COLUMN)

12,1 _____ 13/1 _____ The department chairman
2 _____ 14/1 _____ Tenured faculty in the department only
3 _____ 15/1 _____ All faculty in the department
4 _____ 16/1 _____ Graduate students
5 _____ 17/1 _____ Undergraduate students
6 _____ 18/1 _____ The administration
7 _____ 19/1 _____ Qualified persons in the community
8 _____ 20/1 _____ Professional colleagues in other departments or institutions
9 _____ 21/1 _____ Other (specify) _____________________________

4. a) What criterion should be most important in considering whether or not to hire a particular candidate for a faculty position? (CHECK ONE IN THE LEFT HAND COLUMN)

b) What other criteria are relevant? (CHECK ALL THAT APPLY IN THE RIGHT HAND COLUMN)

2 /1 ____	23/1 ____	Excellence in teaching
2 ____	24/1 ____	Excellence in research in the general discipline
3 ____	25/1 ____	Strength in the department's particular area of specialization
4 ____	26/1 ____	Ability to "balance out" the department or fill in the gaps in the major fields
5 ____	27/1 ____	Political orientation of the candidate
6 ____	28/1 ____	Race or ethnicity of the candidate
7 ____	29/1 ____	Sex of the candidate
8 ____	30/1 ____	Other (specify) ______________________________

5. How many full faculty meetings does your department hold in a normal quarter? ____ 31/

6. Approximately how many times in a year do you attend parties at which the majority of people are likely to be other members of your department? ____ 32-33/

7. How many members of your department do you consider your close personal friends? ____ 34-35/

8. In general, how much conflict would you say there is in your department?
A great deal ____ 36/1 Some ____ 2 Very little ____ 3 None at all ____ 4

9. How many women are there on the regular faculty of your department? (That is, in positions of assistant professor or higher?) ____ 37/

10. How many women lecturers, research associates, or their equivalent are there in your department? ____ 38-39/

11. How many meetings of professional associations will you have attended in the last three academic years, including this one? ____ 40-41/

12. In your opinion, what is the current mood among your colleagues in the department about seeking and/or hiring women in regular faculty positions? How about yourself? (ATTACH ADDITIONAL SHEET IF NECESSARY)

IV BACKGROUND INFORMATION (FOR STATISTICAL PURPOSES ONLY)

1. Your department __________ 42-43/ __________ 2. College __________ 44/

3. Your academic rank:
45/1____ lecturer
2____ research associate
3____ acting assistant professor
4____ assistant professor
5____ associate professor
6____ full professor
7____ other (specify) __________

4. Your employment with the university: full time____ 46/1 half time____ 2

5. Your sex: Male____ 47/1 Female____ 2

6. Your age: 20-29____ 48/1 30-39____ 2 40-49____ 3 50-59____ 4 60+____ 5

7. Your marital status:
49/1____ never married
2____ married
3____ separated
4____ divorced
5____ widowed

8. How many children do you have? ____ 50/

9. If you are currently married, what is the highest level of schooling your spouse completed?
51/1____ high school or less
2____ some college
3____ AB or equivalent
4____ MA or equivalent
5____ PhD or equivalent

10. What was his/her major field? __________ 52-53/

11. Is your spouse employed now? Yes, full time____ 54/1 Yes, part time____ 2 No____ 3

12. If yes, what is his/her occupation? __________ 55-56/

13. What is the highest level of schooling your father completed?
57/1____ high school or less
2____ some college
3____ AB or equivalent
4____ MA or equivalent
5____ PhD or equivalent

14. What is/was his occupation? __________ 58-59/

15. What is the highest level of schooling your mother completed?
60/1____ high school or less
2____ some college
3____ AB or equivalent
4____ MA or equivalent
5____ PhD or equivalent

16. Was your mother employed when you were living at home?

Yes, always____ 61/1 Yes, sometimes____ 2 No, never____ 3

17. If yes, what was her occupation? __________ 62-63/

18. How many years have you been at Davis? ____ 64-65/

19. Generally speaking, how do you consider yourself politically?
66/1____ very conservative
2____ somewhat conservative
3____ middle-of-the-road
4____ left liberal
5____ radical

Appendix 2.

Survey of Women

Married to Faculty Members

XII-13

UNIVERSITY OF CALIFORNIA, DAVIS

BERKELEY • DAVIS • IRVINE • LOS ANGELES • RIVERSIDE • SAN DIEGO • SAN FRANCISCO   SANTA BARBARA • SANTA CRUZ

TASK FORCE ON THE STATUS OF WOMEN
OFFICE OF THE CHANCELLOR
DAVIS, CALIFORNIA 95616

May 18, 1971

Dear Madam:

On April 28, 1970, Chancellor James H. Meyer appointed a committee to investigate the status of women on the Davis campus. In keeping with its charge, the committee has established subcommittees to investigate the status of women among administrative personnel, faculty, and students.

Many methods of collecting information are being used. One of them is an attitude survey of all faculty members and a sample of faculty wives. We would greatly appreciate your cooperation in filling out the enclosed questionnaire. Your cooperation is essential if we are to secure an accurate picture of faculty opinion. The efforts of the various subcommittees are being coordinated, so that this should be the only occasion when we will be asking your assistance. Your responses, of course, will remain anonymous. Our findings will be published in a report next fall.

INSTRUCTIONS: Please return the questionnaire in the envelope provided to the Planning and Analysis Office, University of California, Davis. At the same time, would you please return the enclosed post-card, so that we can record that you have responded without in any way jeopardizing your anonymity. If you have any questions about the auspices of the survey, please call Nadine Thomas in the Planning and Analysis Office (2-0250).

Thank you for your cooperation in this matter.

Sincerely,

Kathleen Fisher

Dr. Kathleen Fisher, Chairman
Task Force on the Status of Women

I PLEASE CHECK THE APPROPRIATE SPACE SHOWING WHETHER YOU STRONGLY AGREE, AGREE, DISAGREE, OR STRONGLY DISAGREE WITH THE FOLLOWING STATEMENTS.

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Many qualified women can't get good jobs, although men with the same skills have less trouble.	5/1	2	3	4
2. In my opinion, children of working mothers are not as well adjusted as children of non-working mothers.	6/1	2	3	4
3. Faculty members, regardless of sex, should be permitted leaves of absence to take care of young children.	7/1	2	3	4
4. Men in the academic world are generally more career oriented than their female colleagues.	8/1	2	3	4
5. In my opinion, in the tight job market such as we have now in the universities, women really have no business pushing for increased job opportunities.	9/1	2	3	4
6. It seems to me that women are just as capable of doing competent research as are men.	10/1	2	3	4
7. Women should be represented on all Senate committees that have major responsibilities for academic policy.	11/1	2	3	4
8. Female faculty do not publish as much as males in their field.	12/1	2	3	4
9. Women should hold off making demands until more of the demands of minority group members are met.	13/1	2	3	4
10. The university should make child-care facilities available to all faculty members and employees who desire them.	14/1	2	3	4
11. I would be reluctant to hire a woman for a faculty position because she would probably not stay on the job as long as a man.	15/1	2	3	4
12. Age should not be a criterion in admitting men or women to graduate school or considering them for faculty positions.	16/1	2	3	4
13. Women are probably not as good at critical thinking as men.	17/1	2	3	4
14. Female applicants for faculty positions should be sought out and given preference until their numbers on the faculty approximate the number of women trained in the field.	18/1	2	3	4

	Strongly Agree	Agree	Disagree	Strongly Disagree
15. Husbands and wives should be able to hold faculty positions in the same department so long as each does not participate in promotional decisions regarding the other.	19/1	2	3	4
16. The husband of an academic woman is often forced to perform domestic duties that should not be his responsibility.	20/1	2	3	4
17. Sexual tensions are likely to cause problems when women are on the faculty.	21/1	2	3	4
18. Generally speaking, women do not handle professional status with much sophistication or restraint.	22/1	2	3	4
19. Men who regard faculty women favorably usually change their minds when they have to work closely with them on departmental committees.	23/1	2	3	4
20. People tend to find highly successful women particularly threatening.	24/1	2	3	4
21. Women faculty are more likely to take a personal interest in students than are men.	25/1	2	3	4
22. Persons with lectureships or research appointments should be periodically reviewed for advancement to assistant professorships or higher.	26/1	2	3	4
23. It is important for female students to have female faculty to turn to.	27/1	2	3	4
24. Women tend to be better at teaching younger undergraduate students than at teaching advanced graduate students.	28/1	2	3	4
25. Graduate education for women is a poor investment since they often do not use their training.	29/1	2	3	4
26. Few women are capable of being good wives, mothers, and professionals simultaneously.	30/1	2	3	4
27. Generally speaking, my mother was probably smarter than my father.	31/1	2	3	4
28. All faculty should be permitted to hold less than full time appointments without prejudice to eligibility for promotion, tenure, and sabbatical leave.	32/1	2	3	4
29. Departments with small percentages of women graduate students should actively recruit more women.	33/1	2	3	4
30. The truly qualified women in my field have no trouble achieving recognition and getting ahead.	34/1	2	3	4

	Strongly Agree	Agree	Disagree	Strongly Disagree
31. Provision should be made for paid maternity leave for female faculty.	35/1	2	3	4
32. Women should be considered for fellowships and other support without consideration of their marital status.	36/1	2	3	4
33. Professional competition between a husband and wife is bound to be harmful to a marriage.	37/1	2	3	4
34. Men generally have an easier time getting research grants than their female colleagues.	38/1	2	3	4
35. Women should be included on every departmental committee of graduate admissions.	39/1	2	3	4
36. In my opinion, departments with more women on their faculties have less prestige than those with fewer.	40/1	2	3	4
37. All other things being equal, if confronted with a choice between a male or female candidate for a faculty position I would favor the male.	41/1	2	3	4
38. I generally find it difficult to work closely with a woman in a professional context without becoming conscious of her as a sexual person.	42/1	2	3	4
39. A Department of Women's Studies should be organized at Davis if there is a demand for it.	43/1	2	3	4
40. A standing committee on the Status of Women at Davis should be appointed to report annually on the progress of the campus in achieving equality of opportunity for women.	44/1	2	3	4
41. Financial assistance for graduate students should increase with the number of dependents.	45/1	2	3	4
42. Departments should actively seek women faculty members even when some male faculty are opposed to the idea.	46/1	2	3	4
43. Few men are capable of being good husbands, fathers, and professionals simultaneously.	47/1	2	3	4
44. Husbands and wives who both have faculty positions always end up competing with each other, whether they intend to or not.	48/1	2	3	4
45. When faculty positions become open, they should always be listed publicly in the official organs of professional associations so that all interested persons have an opportunity to apply.	49/1	2	3	4

II PLEASE INDICATE YOUR IMMEDIATE FIRST IMPRESSION OF WHAT A TYPICAL FEMALE FACULTY MEMBER IS LIKE BY PLACING AN X ALONG EACH DIMENSION IN THE APPROPRIATE AREA.

For example, if there were a "hot...cold" dimension, and your immediate impression of a female faculty member is of one who is fairly cold, then you would mark an X in the area closer to the "cold" end of the continuum.

hot ____________________X__________ cold

TYPICAL FEMALE FACULTY MEMBER

tense ______________________________ calm
50/1 2 3 4 5 6

passive ______________________________ aggressive
51/1 2 3 4 5 6

dependent ______________________________ independent
52/1 2 3 4 5 6

emotional ______________________________ logical
53/1 2 3 4 5 6

feminine ______________________________ masculine
54/1 2 3 4 5 6

irrational ______________________________ rational
55/1 2 3 4 5 6

unproductive ______________________________ productive
56/1 2 3 4 5 6

open ______________________________ closed
57/1 2 3 4 5 6

demanding ______________________________ accepting
58/1 2 3 4 5 6

ambitious ______________________________ unambitious
59/1 2 3 4 5 6

cooperative ______________________________ competitive
60/1 2 3 4 5 6

NOW PLEASE MARK EACH OF THE FOLLOWING DIMENSIONS ACCORDING TO THE SAME INSTRUCTIONS, BUT THIS TIME FOR YOUR IMPRESSION OF WHAT AN IDEAL FACULTY MEMBER (EITHER MALE OR FEMALE) WOULD BE.

IDEAL FACULTY MEMBER

(Male or female)

tense	61/1	2	3	4	5	6	calm
passive	62/1	2	3	4	5	6	aggressive
dependent	63/1	2	3	4	5	6	independent
emotional	64/1	2	3	4	5	6	logical
feminine	65/1	2	3	4	5	6	masculine
irrational	66/1	2	3	4	5	6	rational
unproductive	67/1	2	3	4	5	6	productive
open	68/1	2	3	4	5	6	closed
demanding	69/1	2	3	4	5	6	accepting
ambitious	70/1	2	3	4	5	6	unambitious
cooperative	71/1	2	3	4	5	6	competitive

III THE FOLLOWING QUESTIONS REFER TO THE SITUATION OF FACULTY WIVES AT DAVIS.

1. Do you live in Davis? Yes ____ 5/1 No ____ 2

2. How many years have you lived in or near Davis? ____ 6-7/

3. How many children do you have? ____ 8/

4. How many of your children are of preschool age? ____ 9/

5. How many more children do you intend to have? ____ 10/

6. What is your age? 20-29 ____ 11/1 30-39 ____ 2 40-49 ____ 3 50-59 ____ 60+ ____

7. What is the highest level of schooling you completed?

12/1 ____ high school or less 4 ____ MA or equivalent
2 ____ some college 5 ____ PhD or equivalent
3 ____ AB or equivalent

8. What was your major field? ____________ 13-14/

9. What is your husband's field? ____________ 15-16/

10. What is the highest year of schooling your father completed?

17/1 ____ high school or less 4 ____ MA or equivalent
2 ____ some college 5 ____ PhD or equivalent
3 ____ AB or equivalent

11. What is/was his occupation? ____________ 18-19/

12. What is the highest year of schooling your mother completed?

20/1 ____ high school or less 4 ____ MA or equivalent
2 ____ some college 5 ____ PhD or equivalent
3 ____ AB or equivalent

13. Was your mother employed when you were living at home?

Yes, always ____ 21/1 Yes, sometimes ____ 2 No, never ____ 3

14. If yes, what was her occupation? ____________ 22-23/

15. What is the most interesting employment you ever had? ____________ 24-25/

16. Are you employed now? Yes, full time ____ 26/1 Yes, part time ____ 2 No ____ 3

17. If yes, where do you work?

27/1 ____ Davis 4 ____ Dixon
2 ____ Winters 5 ____ Sacramento
3 ____ Woodland 6 ____ Other (specify) ____

18. What type of work do you do? ____________ 28-29/

19. Do you feel that your present employment makes full use of your education, training, and talents? Yes____ 30/1 No____ 2

20. Would you like a better job if you could find it? Yes____ 31/1 No____ 2

21. If you would like a better job, or if you are not now working but would like a job, what type of job would you like to have? 32-33/____________________________

22. If you are not working now, are there any conditions under which you would consider working? (CHECK ALL THAT APPLY)

34/1____ If I was offered an interesting job
35/1____ If I was offered a well-paying job
36/1____ If I was offered a job that fully utilized my qualifications
37/1____ If I could work part time
38/1____ If child-care services were available
39/1____ If I could find household help
40/1____ Other (specify) ____________________________

23. How does your husband feel about your working? Would he prefer that you: Stay home?____ 41/1 Work part time?____ 2 Work full time?____ 3

24. What do you perceive as the greatest obstacles that faculty wives face in finding satisfying employment in or near Davis? (CHECK ALL THAT APPLY)

42/1____ No obstacles
43/1____ Not enough jobs
44/1____ Not enough interesting or well-paying jobs
45/1____ Lack of child-care facilities
46/1____ Lack of household help
47/1____ Discrimination against hiring faculty wives
48/1____ Other (specify) ____________________________

25. Have you ever had problems with anti-nepotism regulations, either here at Davis or elsewhere? Yes____ 49/1 No____ 2

26. If yes, what were the circumstances?

27. Have you ever enrolled in any classes (regular or extention) at the Davis campus or other colleges nearby? Yes____ 50/1 No____ 2

28. Are you enrolled in any classes this academic year? Yes____ 51/1 No____ 2

29. If yes, are you working toward a degree? Yes____ 52/1 No____ 2 Which one?____ 53/

30. If no, have you considered returning to school? Yes____ 54/1 No____ 2

31. What do you perceive as the greatest obstacles to your being in or returning to school? (CHECK ALL THAT APPLY)

55/1 ____ No obstacles
56/1 ____ I'm just not interested
57/1 ____ Difficult of competing with younger students
58/1 ____ Not good enough grades in the past to get admitted
59/1 ____ Lack of encouragement from family, friends
60/1 ____ Lack of child care facilities
61/1 ____ Lack of household help
62/1 ____ Too expensive
63/1 ____ Not worth the investment in time or money, considering the difficulty of finding good employment later
64/1 ____ Discrimination against faculty wives
65/1 ____ Other (specify) ________________________________

32. Would you say that you spend quite a bit of time helping your husband in his career? Yes ____ 66/1 No ____ 2

33. If yes, in what ways, mostly?

34. Would you say that your husband spends quite a bit of time helping you with your own education, career, or household work? Yes ____ 67/1 No ____ 2

35. If yes, in what ways, mostly?

36. What kinds of activities outside the home are you involved in? (not counting employment or school)

37. In general, do you think that the activities available for faculty wives at Davis are worthwhile? Yes ____ 68/1 No ____ 2

38. What changes, if any, do you think are needed to improve the situation of faculty wives at Davis? (ATTACH AN ADDITIONAL SHEET IF NECESSARY)

Appendix 3.

Survey of Academic
and Non-Academic Staff

MAY 6 1971

CHANCELLOR'S TASK FORCE
EMPLOYMENT OPPORTUNITIES
WITH THE UNIVERSITY OF CALIFORNIA
DAVIS CAMPUS

To enable us to obtain current knowledge of employment opportunities and employee reactions to their employment situation at UC Davis, we of the Task Force would appreciate your completion of this questionnaire. If you would like to discuss further the questions raised here you may include your name and phone number and we will contact you. All answers and conversations will be confidential. Please return the completed questionnaire to: Chancellor's Task Force, Room , Mrak Hall. Thank you for your cooperation.

1. Is your position (1) academic _____, (2) non-academic _____?

2. How many years have you been continuously employed by UC Davis?
   _____(1) Less than 1 year.
   _____(2) More than 1 & less than 3 years.
   _____(3) Over 3 years.

3. Number of people you supervise directly? _____

4. Highest level of education: (1) High school _____ (3) Master _____
   (2) Bachelor _____ (4) Ph.D. _____

5. Sex: (1) Male _____, (2) Female _____

6. Are you married? (1) yes _____, (2) no _____

7. Are you the primary financial support of your family? (1) yes _____, (2) no _____

8. Do you have dependent children? (1) yes _____, (2) no _____

9. Is your present job funded by grant money? (1) yes _____, (2) no _____

10. Gross monthly salary __________

11. Is your present job: (1) part-time _____, (2) full-time _____.

12. Do you prefer: (1) part-time _____, (2) full-time _____.

13. If you are not satisfied with your present job, please check one or more of the following reasons:
   _____(1) Low salary.
   _____(2) Under-employed.
   _____(3) Lack of advancement opportunity.
   _____(4) Personality conflict.
   _____(5) Insufficient merit increases.
   _____(6) Other - please specify ______________________________.

14. Have you ever sought another position on this campus? (1) yes _____, (2) no _____

15. If so, were you successful? (1) yes _____, (2) no _____

16. If you were not successful, why?
   _____(1) No position in area of interest available.
   _____(2) Not qualified by education and/or experience.
   _____(3) Person with higher education or skill level hired.
   _____(4) Length of time I could stay on job too short.
   _____(5) Other - please specify ______________________________.

17. Have you experienced any discrimination in seeking employment at UCD?
(1) yes _____, (2) no _____

18. If yes, what do you think was the basis for this discrimination?
_____(1) Race
_____(2) Nationality
_____(3) Sex
_____(4) Age
_____(5) Religion
_____(6) Other - please specify ____________
____

19. Have you received a promotion while employed with UCD?
(1) yes _____, (2) no _____

20. If you have not been promoted, why?
_____(1) Have never sought promotion.
_____(2) No opportunity for promotion.
_____(3) Not in present job long enough.
_____(4) Not eligible for promotion.
_____(5) I do not know.
_____(6) Other - please specify ______________________________

21. Has your spouse sought employment at UCD? (1) yes ___, (2) no ___

22. Was he/she successful? (1) yes ___, (2) no ___

23. If not why?
A. Was not sent on interviews by Personnel because:
_____(1) Nothing open at the time.
_____(2) Skills not adaptable to University jobs.
_____(3) Jobs offered not of interest.
_____(4) Other - please specify ______________________________.
B. Was not hired by Department interviewing because:
_____(1) Person with higher qualification hired.
_____(2) Length of time he/she could stay at job too short.
_____(3) Other - please specify ______________________________.

24. Have you received a merit salary increase while employed at UCD?
(1) yes _____, (2) no _____
If yes, please indicate the number of times in the last 4 years that you have received a merit increase in each percentage amount:
_____(1) 0%
_____(2) 2½%
_____(3) 5%
_____(4) 7½%

25. Have you been satisfied with merit salary increases? (1) yes ___, (2) no ___

26. Have you had a merit increase appealed? (1) yes ___, (2) no ___

27. If yes, was the appeal granted? (1) yes ___, (2) no ___

WOMEN ONLY

28. Have you ever requested a leave of absence for maternity leave?
(1) yes _____ (2) no _____

29. Was the leave granted? (1) yes ___, (2) no ___

30. If yes, who granted it? (1) supervisor ___, (2) Personnel ___

31. How long was the leave?
_____(1) 0-2 mos.   _____(3) 4-6 mos.
_____(2) 2-4 mos.   _____(4) Over 6 mos.

32. If leave was not granted, did you appeal? (1) yes ___, (2) no ___

ANSWER ONLY IF MALE AND WIFE FORMERLY WORKED FOR UCD AND NO LONGER DOES.

33. While employed was wife ever refused a leave of absence for maternity leave?
(1) yes _____, (2) no _____

34. If yes, was it refused by (1) supervisor _____, (2) Personnel _____?

35. Did she appeal? (1) yes ___, (2) no ___.

ALL

You are invited to utilize this space to make any comments, either favorable or unfavorable about your employment experience at UC Davis.

Appendix 4.

Questionnaire for Lecturers

Memo to UCD Lecturers

from Barbara Adams, Susan Crockenberg, Margo Kaufman and
Jane W elker

Last winter the Chancellor established a Task Force to study the Opportunities for Women at UCD and we are members of a sub-committee studying the opportunities for faculty women. on our campus. As we gathered a variety of material we became very interested in the lecturer category because of the variations in defination of this position. The Task Force has been charged with gathering information and making recommendations, and we would like to include both data and recommendations about the lecturer category.

We are enclosing a brief questionaire to help us gather this information. The data you give us is strictly confidential and will be used only to draw inferences about the situation of lecturers as a group. We would very much appreciate your help by completing the questionnaire. If you have any questions, please call Jane Welker, 7522959.

QUESTIONNAIRE FOR LECTURERS

Department ____________________ Full time _____ Percentage/part time ____

Length of employment at UCD ______ Do you have security of employment? ____

Highest degree you have received: ______ Are you male ____ female ______

Are you paid on a 9 month pay schedule? _____ 11 month schedule? ____ by the course? _______

Are you eligible for merit pay increases? _____ retirement ______? health insurance? ______ Paid vacation? _____ sick leave? _____

How many units per year do you teach? _______ Who makes up your teaching load? ____

Do you have a choice in what you teach? ______ in when you teach? ______

Do you work with RA's _____ TA's _____ In what capacity ________________

____

Do you have duties other than teaching? ____ If so, what are they _______

____

Do you serve on departmental committees? _____ If so, what are they ____

____

Do you serve on campus wide committees? _____ If so, what are they? _____

____

Does your department have departmental meetings _____? If so, do you attend _____ Do you have a vote on departmental policy decisions? ______

If not, is your opinion requested? _________

How is your job defined? ________________ ________________ Who defined it? _______________ Would you like a clearer defination? _ _________

Can you apply for research funds? _____ do you have time to do research ______ Are you involved in a research project? ______ If so, are you the principal investigator? _______ If not, would you be interested in doing research if there was the time and money __________

Do you have any comments, suggestions about the lecturer category in general or about your position in specific? Do you have any recommendations to make about the lecturer category? Please use reverse side if necessary.

Please return to Barbara Adams, Applied Behavioral Sciences, Walker Hall as soon as possible.

Appendix 5.

Independent Survey of
Undergraduate Women at UC Davis

Conducted by Janina Jacobs and Phyllis Jacobs

Janina Jacobs
Phyllis Jacobs XII-30

UNDERGRADUATE [illegible]

1. Major ______ Age ______ Marit[illegible]
2. If married, husband's occupation ______
3. Your approximate GPA in high school ______
4. Mother's occupation ______ any former [illegible]
5. Mother's educational background ______
6. Father's occupation ______ any former [illegible]
7. Father's educational background ______
8. Siblings Age Occupation [illegible]

9. Have there been any other relatives besides your [illegible] who have been important in your life?
Relation to you Occupation [illegible]

10. When you were a little girl what were the things [illegible] you grew up?

11. Who or what influenced this choice? (family, friends, books, [illegible]
Please be specific. ______

12. If you had been a boy, what do you think you would have planned to be when you grew up? ______
13. When you were in high school, what were your ambitions? ______

14. Who or what influenced these ambitions? (family, friends, teacher, books, counselor, someone in the field, movies, TV or ?) Please be specific.

____

____

15. What other plans did you have for your adult life? ______________

____

16. Did you really want to come to the university? ______________

17. How long had you been planning on a college education (before entering)?

____

18. Why did you choose UC Davis? ______________

19. When you were a freshman in college, what was your intended major (even if not declared)?

____

20. What were your considerations in making this choice? ______________

____

____

21. What majors (other than your present one) have you considered while in college? ______________

____

22. What were the reasons for not continueing in these fields? ______________

____

____

____

23. Who was most influential in dissuading you from these majors? Please be specific. ______________

____

____

24. If the people who discouraged you from continuing [illegible] had instead encouraged you to remain in the field, do you think it would have made a difference?

____

25. Encougaement from which people would have had the most influence on you to remain in the abandoned field? ______________________

26. Have you consulted anyone in the UCD Counseling Center about your major, your career plans, or changing your major? If so, who? and about what?

____

27. Was she/he helpful? ______ In what way? ______________________

____

28. Did she/he try to pressure you in a certain direction? ______________

If yes, explain. ______________________________________

29. Did she/he encourage you in your own ambitions? ______________

30. Did she/he open up new possibilities and opportunities for you? ______

____

31. Have you consulted anyone on the UCD faculty about your major, your career plans, or change in major (as adviser or otherwise)? If so, who?

____

____

____

32. Was she/he helpful? ______ In what way? ______________________

____

____

____

33. Did she/he try to pressure you in a certain direction? ______________

If yes, explain. ______________________________________

____

34. Did she/he encourage you in your own ambitions? ____________________

____

35. Did she/he open up new possibilities and opportunities for you? ________

____

____

____

36. Have you consulted any other UCD campus personnel (administration, secretaries, etc.) about your major, career plans, or changing your major?

If so, who? ____________________________________

____

____

37. Was she/he helpful? ______ In what way? ____________________

____

____

38. Did she/he try to pressure you in a certain direction? ______________

____

____

39. Did she/he encourage you in your own ambitions? ____________________

____

40. Did she/he open up new possibilities and opportunities for you? ________

____

____

____

41. How many women are on the faculty of your present department? __________

42. Have you personally known a woman who was working in your present major field? ______ If so, who? ____________________

What is her position? ____________________________________

43. Have you had summer or part-time jobs which were in any way related to your major? If so, what were they? ______________________________

____

44. How do you plan to use your major? ______________________________

____

45. Do your plans include the possibility of working in a supervisory or executive capacity? ______________________________

46. Has anybody made the following types of remarks about any of your choices of majors? If so, about which major? And by whom?

a "A woman will have a hard time finding a job in that field." __________

____

b "Why would you be interested in something like that?" __________

____

c "What good is that going to do you when you get married?" __________

____

d "That field has an awful lot of stiff competition and girls can't usually make it." ______________________________

e "Why do all that hard work? You'll only drop out to have a baby." ____

____

47. What are you planning to do immediately after graduation?

______ Graduate school. What area? ______________________________

Who or what influenced this decision? ______________________________

______ Marriage and/or child raising.

______ Job or professional career (specify) ______________________________

______ Other (specify) ______________________________

48. Do your long range plans include any of the following?

________ Graduate school

________ Marriage

________ Job

________ Travel

________ Career

________ Children

________ Volunteer work (specify)________________

________ Other (specify)________________

49. What would a man graduating in your major be apt to do after graduation?

____

50. Which of the following fields would you like your husband to be in?
Mark your first choice 1, second choice 2, and third choice 3.

________ Anthropology

________ Architecture

________ Business

________ Clergy

________ Engineering

________ Law

________ Medicine

________ Military

________ Research science

________ College teaching

51. Which of the following fields would you like your daughter to be in?
Mark your first choice 1, second choice 2, and third choice 3.

________ Anthropology

________ Architecture

________ Business

________ Clergy

________ College teaching

________ Engineering

________ Homemaking

________ Law

________ Medicine

________ Research science

52. Which of the following fields would you like your son to be in?
Mark your first choice 1, second choice 2, and third choice 3.

________ Anthropology

________ Architecture

________ Business

________ Clergy

________ College teaching

________ Engineering

________ Law

________ Medicine

________ Military

________ Research science

53. Do you wish to marry a man who is more accomplished than you are, "a man whom you can look up to?" ________________________

Which of the following women do you most admire? Number in order of your admiration - 1 the most admired, 2 the next most admired, etc. If you do not admire one, do not use a number.

________ Dame Judith Anderson
________ Marian Anderson
________ Pearl Buck
________ Judy Collins
________ Angela Davis
________ Other (specify) ________________________

________ Margaret Mead
________ Golda Meier
________ Kate Millet
________ Pat Nixon
________ Jeanette Rankin

55. If you were not yourself, which of the following women would you most like to be? Number in order of your preference - 1 your first choice, 2 your second choice, etc.

________ Joan Baez
________ Shirley Temple Black
________ Betty Crocker
________ Queen Elizabeth
________ Jane Fonda
________ Indira Ghandi

________ Betty Friedan
________ Jane Goodall
________ Martha Graham
________ Katherine Hepburn
________ Margaret Chase Smith
________ Raquel Welch

56. Rate the following professional fields on the scale from masculine to feminine. Circle the number which best represents the way you see it.

	Masculine				Feminine
Art	1	2	3	4	5
Drama	1	2	3	4	5
Economics	1	2	3	4	5
English	1	2	3	4	5
History	1	2	3	4	5
Human Development	1	2	3	4	5
Law	1	2	3	4	5
Medicine	1	2	3	4	5
Physics	1	2	3	4	5
Politics	1	2	3	4	5
Veterinary medicine	1	2	3	4	5

57. Check which of the following professional jobs you disapprove of for women.

______ Architect
______ Business executive
______ College professor
______ Doctor
______ Engineer
______ Lawyer
______ Research scientist
______ Veterinarian
______ None of these

58. Check which of the following professional jobs you think your husband or closest male friend disapproves of for women.

______ Architect
______ Business executive
______ College professor
______ Doctor
______ Engineer
______ Lawyer
______ Research scientist
______ Veterinarian
______ None of these

59. Check which of the following professional jobs you think your parents disapprove of for women. Put M for mother and F for father.

______ Architect
______ Business executive
______ College professor
______ Doctor
______ Engineer
______ Lawyer
______ Research scientist
______ Veterinarian
______ None of these

60. Check which of the following professional jobs you think most faculty and advisers disapprove of for women.

______ Architect
______ Business executive
______ College professor
______ Doctor
______ Engineer
______ Lawyer
______ Research scientist
______ Veterinarian
______ None of these

61. Check which of the following professional jobs you think most women your age and educational background disapprove of for women.

______ Architect
______ Business executive
______ College professor
______ Doctor
______ Engineer
______ Lawyer
______ Research scientist
______ Veterinarian
______ None of these

62. Check which of the following professional jobs you think most men of your age and educational background disapprove of for women.

______ Architect
______ Business executive
______ College professor
______ Doctor
______ Engineer
______ Lawyer
______ Research scientist
______ Veterinarian
______ None of these

63. Very few women graduate in engineering, medicine or research science. How do you rate the importance of the following possible reasons? Mark 1 for the most important reason, 2 the next most important, etc. Do not number any items you think are unimportant.

	Engineering	Medicine	Research science
Such a job requires skills and characteristics women do not have	____	____	____
Women are afraid they will be considered unfeminine if they enter this field	____	____	____
Most parents discourage their daughters from training for such a field	____	____	____
Most faculty and advisers discourage women from entering this field	____	____	____
To enter this field before marriage restricts a woman's chance to marry	____	____	____
Men in this field resent women colleagues	____	____	____
A job in this field is too demanding for a woman to combine it with family responsibilities	____	____	____

64. In your daydreams all barriers are removed. Financial problems, quotas, sex and personal limitations do not exist. You can study and become anything you wish. What do you see yourself doing? ____________________

____

____

____

____

____

____

Appendix 6.

Survey of Senior and/or Graduate Women at UCD Concerning Opportunities for Women in Administration

UNIVERSITY OF CALIFORNIA, DAVIS

BERKELEY • DAVIS • IRVINE • LOS ANGELES • RIVERSIDE • SAN DIEGO • SAN FRANCISCO 1868 SANTA BARBARA • SANTA CRUZ

OFFICE OF THE DEAN OF STUDENTS DAVIS, CALIFORNIA 95616

November 23, 1970

Dear Senior and/or Graduate Woman at U.C.D.:

Recently a Task Force was established by Chancellor Meyer to make an in-depth study of opportunities for women at the University of California, Davis. As a sub-committee on this task force, we are surveying senior and graduate women in an attempt to ascertain their interest in and encouragement towards a career in administration. It has become obvious that there is a dearth of women administrators on this campus and we hope to get indications as to the reasons for this.

Will you please take a moment to complete the enclosed questionnaire? You may then mail it in the enclosed envelope or return it in person to the Office for Student Affairs, second floor, South Hall. We appreciate your assistance in this effort to make recommendations to Chancellor Meyer for more consideration of women at the University of California, Davis.

Sincerely yours,

Ruth E. Anderson

Mrs. Ruth E. Anderson, Dean of Women
Chairman

for the sub-committee on
Opportunities in Administration
University of California, Davis

Mrs. Donna Heidanus, U.C.D. Bookstore
Dr. Barbara Heller, Physical Education
Dr. George K. York, Food Science

Enclosures

Please return to: Dean of Women
South Hall, Second Floor
University of California, Davis

November 23, 1970

SURVEY OF SENIOR AND/OR GRADUATE WOMEN, U.C.D.

1. What is your major?____

2. Do you plan to seek employment in your major? Yes No

3. Are you interested in an Administrative position in your career? Yes No

    3 a. If answer is "Yes", are there additional things you must do to qualify? Please list.

    3 b. If answer is "No", please explain why not.

4. Have you been encouraged or discouraged in pursuit of your major?

5. Are there any professional women in your family? Yes No

    5 a. Any Administrators? Yes No

6. Do you require any Financial Aid? Yes No

    6 a. If "Yes: does this limit your amount of education? Yes No

    6 b. If "No" do you intend to study for advanced degrees? Yes No

7. Have you been told that jobs for women are in short supply in your field? Yes No

8. Do you expect to receive the same salary as a man in the same position? Yes No

    8 a. If "No", why not?

9. Would you encourage a younger female friend or relative to follow your major. Yes No Please explain why.

10. Do you think women are capable of being the "Boss"? Please explain.

Appendix 7.

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Eight More Poems by Marge Piercy.
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Appendix 9.

STUDENT ENROLLMENTS

24 ACADEMIC UNITS

Appendix 9

STUDENT ENROLLMENTS

24 ACADEMIC UNITS

GRADUATES AND UNDERGRADUATE MAJORS*

Winter 1972

	Undergraduates				Graduates			
Department	Men	Women	Total	% Women	Men	Women	Total	% Women
Botany	6	12	18	66.7	23	13	36	36.1
Chemistry	66	6	72	8.3	69	8	77	10.4
Zoology	169	76	245	31.0	36	11	47	23.4
Mathematics	78	45	123	36.6	41	9	50	18.0
Physics	47	4	51	7.8	45	2	47	4.3
Anthropology	36	57	93	61.3	24	18	42	42.9
Sociology	38	85	123	69.1	23	14	37	37.8
Political Science	180	48	228	21.1	22	7	29	24.1
Psychology	162	214	376	56.9	14	11	25	44.0
Economics	124	17	141	12.1	40	6	46	13.0
History	141	148	289	51.2	39	20	59	33.9
Art & Art History	55	142	197	72.1	19	13	32	40.6
Philosophy	19	6	25	24.0	16	3	19	15.8
English	85	215	300	71.7	46	27	73	37.0
Foreign Language**	32	131	163	80.4	31	58	89	65.1
Biochemistry (Ag.)	47	24	71	33.8	54	14	68	20.6
Food Science & Tech.	30	25	55	45.5	46	15	61	24.6
A.B.S.***	65	574	639	89.8	28	29	57	50.9
Animal Science	83	61	144	42.4	20	1	21	4.8
Agricultural Econ.	26	2	28	7.1	43	1	44	2.3
Medicine	--	--	--	--				
Education	--	--	--	--	71	166	237	70.0
Law	--	--	--	--	408	61	469	13.0
Engineering	759	10	796	1.3	299	4	303	1.3
Campus Totals	2248	1902	4150	45.8	1457	511	1968	26.0

*Graduate and Undergraduate student counts, Office of the Registrar (REE4203 & REE4205).

**German, French, Italian, Russian, Spanish, and Classics.

***Undergraduate--A.B.S., Design, Child Development, Ag. Education.
Graduate--Ag. Education and Child Development

Appendix 10.

TEACHING ASSISTANTSHIPS

24 ACADEMIC UNITS

Appendix 10

TEACHING ASSISTANTSHIPS*

24 Academic Units

Department	Men	Women	% Women
Botany	10	3	23.1
Chemistry	42	5	10.6
Zoology	19	5	20.8
Mathematics	18	5	21.7
Physics	19	1	5.0
Subtotal	108	19	15.0
Anthropology	6	5	45.5
Sociology	5	5	50.0
Political Science	8	4	33.3
Psychology	6	6	50.0
Economics	10	2	16.7
Subtotal	35	22	38.6
History	16	5	23.8
Art	9	3	25.0
Philosophy	3	3	50.0
English	24	15	38.5
Foreign Language	10	23	69.7
Subtotal	62	49	44.1
Biochem-physics	4	3	42.9
Food Sci. & Tech.	--	--	--
A.B.S.	0	6	100.0
Animal Science	5	0	.0
Agricultural Economics	3	0	.0
Subtotal	12	9	42.9
Medicine	--	--	--
Education	--	--	--
Law	--	--	--
Engineering	26	0	.0
Subtotal	26	0	.0
TOTAL	243	99	28.9

*Source--Task Force on the Status of Women: Average Academic Salary Run, November, 1971.

Appendix 11.

DEGREES CONFERRED, UCD, 1967-68 THROUGH 1969-70

24 ACADEMIC UNITS

Appendix 11

DEGREES CONFERRED - 24 ACADEMIC UNITS

GRADUATE DEGREES, UCD, 1967-68 THROUGH 1969-70

	PhD				MA/MEd/MS			
Department	Men	Women	Total	% Women	Men	Women	Total	% Women
Botany	18	3	21	14.3	18	5	23	21.8
Chemistry	31	0	31	.0	6	0	6	0.0
Zoology	18	1	19	5.3	17	11	28	38.2
Mathematics	4	0	4	.0	18	4	22	18.2
Physics	10	0	10	.0	24	1	25	4.0
Anthropology	0	2	2	100.0	18	10	28	55.5
Sociology	0	1	1	100.0	16	6	22	27.3
Political Science	1	0	1	0.0	33	11	44	25.0
Psychology	--	--	--	--	2	3	5	60.0
Economics	2	0	2	0.0	20	0	20	.0
History	4	1	5	20.0	41	6	47	12.8
Art	--	--	--	--	24	9	33	27.3
Philosophy	0	0	--	--	5	2	7	28.6
English	12	5	17	29.4	24	15	39	51.8
Foreign Languages	1	1	2	50.0	13	49	62	79.0
Biochemistry	40	6	46	13.0	5	1	6	16.6
Food Science & Tech.	--	--	--	--	55	12	67	17.9
A.B.S.	--	--	--	--	33	23	56	41.1
Animal Science	--	--	--	--	24	1	25	4.0
Agricultural Economics	18	0	18	.0	49	0	49	.0
Medicine	--	--	--	--	--	--	--	--
Education	--	--	--	--	2	1	3	33.3
Law	--	--	--	--	--	--	--	--
Engineering	55	2	57	3.5	127	0	127	.0

Source--Earned Degrees Conferred, OE 72-2, 1968-1970.

Appendix 11

DEGREES CONFERRED
24 Academic Units

PhD Degrees, UCD, 1967-68 Through 1969-70

Academic Unit	Men	Women	% Women
Botany	18	3	14.3
Chemistry	31	0	.0
Zoology	18	1	5.3
Mathematics	4	0	.0
Physics	10	0	.0
Anthropology	0	2	100.0
Sociology	0	1	100.0
Political Science	1	0	.0
Psychology	0	0	--
Economics	2	0	.0
History	4	1	20.0
Art	--	--	--
Philosophy	0	0	.0
English	12	5	29.4
Foreign Language	1	1	50.0
Biochemistry	40	6	13.0
Food Science & Tech.	--	--	--
A.B.S.	--	--	--
Animal Science	--	--	--
Agricultural Economics	18	0	.0
Medicine	--	--	--
Education	--	--	--
Law	--	--	--
Engineering	55	2	3.5

Appendix 11

DEGREES CONFERRED
24 Academic Units

MA/MEd/MS Degrees, UCD, 1967-68 THROUGH 1969-70

Academic Unit	Men	Women	% Women
Botany	18	5	21.8
Chemistry	6	0	.0
Zoology	17	11	38.2
Mathematics	18	4	18.2
Physics	24	1	4.0
Anthropology	18	10	55.5
Sociology	16	6	27.3
Political Science	33	11	25.0
Psychology	2	3	60.0
Economics	20	0	.0
History	41	6	12.8
Art	24	9	27.3
Philosophy	5	2	28.6
English	24	15	51.8
Foreign Language	13	49	79.0
Biochemistry	5	1	16.7
Food Science & Tech.	55	12	17.9
A.B.S. (MEd)	33	23	41.1
Animal Science	24	1	4.0
Agricultural Economics	49	0	.0
Medicine	--	--	--
Education	2	1	33.3
Law	--	--	--
Engineering	127	0	.0

Appendix 11

DEGREES CONFERRED
24 Academic Units

AB/BS/1st Professional Degrees, UCD, 1967-68 Through 1969-70

Academic Unit	Men	Women	Total	% Women
Botany	10	8	18	44.5
Chemistry	76	17	93	18.3
Zoology	149	70	219	32.0
Mathematics	87	50	137	36.5
Physics	33	3	36	8.3
Anthropology	35	72	107	67.3
Sociology	27	125	152	82.3
Political Science	212	91	303	30.0
Psychology	136	242	378	64.1
Economics	121	26	137	17.7
History	164	258	422*	61.2
Art	28	171	199	85.8
Philosophy	21	4	25	16.0
English	90	320	410	78.0
Foreign Language	41	199	240	82.9
Biochemistry	16	10	26	38.4
Food Science & Tech.	20	17	37	46.0
A.B.S.**	--	--	--	--
Animal Science	58	28	96	32.6
Agricultural Economics	43	0	43	.0
Medicine**	--	--	--	--
Education (credential	363	1006	1369	73.4
Law 1968-70	130	6	136	4.4
Engineering (ug.)	409	5	414	1.2

* Includes 24 degrees in American History & Literature.

** A.B.S. and Medical degrees too recent to list.

Appendix 12.

AVAILABLE POOL OF DOCTORATES

Appendix 12

Available Pool of Doctorates

Eight-year Production Nationally and 5 Top-rated Schools
1969-70 Production, Nationally and 5 Top-rated Schools

PH.D. PRODUCTION

Discipline	Men	Women	% Women
BOTANY			
1963-70			
National[1*]	1,264	179	12.4
Five Top Schools[2]	206	34	14.2
1969-70			
National	196	27	12.1
Five Top Schools	32	4	11.1
CHEMISTRY			
1963-70			
National	10,817	849	7.3
Five Top Schools	1,024	61	5.6
1969-70			
National	2,000	167	7.7
Five Top Schools	170	7	4.0
ZOOLOGY			
1963-70			
National	1,702	286	14.4
Five Top Schools**			
1969-70			
National	370	42	10.2
Five Top Schools**			
MATHEMATICS			
1963-70			
National	5,003	361	6.7
Five Top Schools	697	35	4.8
1969-70			
National	972	78	7.4
Five Top Schools	115	9	7.3
PHYSICS			
1963-70			
National	7,694	177	2.2
Five Top Schools	1,254	33	2.6
1969-70			
National	1,402	37	2.6
Five Top Schools	179	5	2.7

* Notes are given on p. 68.

**Not reported in a retrievable form.

Discipline	Men	Women	% Women
HISTORY			
1963-70			
National	4,284	605	12.4
Five Top Schools	1,175	180	13.3
1969-70			
National	901	137	13.2
Five Top Schools	239	43	15.2
ART HISTORY[3]			
1963-70			
National*			
Five Top Schools	162	96	37.2
1969-70			
National*			
Five Top Schools	24	20	45.5
PHILOSOPHY			
1963-70			
National	1,365	162	10.6
Five Top Schools	152	22	12.6
1969-70			
National	303	41	11.9
Five Top Schools	32	5	13.5
ENGLISH			
1963-70			
National	4,518	1,615	26.3
Five Top Schools	576	176	23.4
1969-70			
National	832	373	31.0
Five Top Schools	90	32	26.2
FOREIGN LANGUAGES			
1963-70			
National	1,839	925	33.5
Five Top Schools (See p. 69)	528	254	32.5
1969-70			
National	348	207	37.3
Five Top Schools	78	59	43.1

Discipline	Men	Women	% Women
ANTHROPOLOGY			
1963-70			
National	722	218	23.2
Five Top Schools	345	73	17.5
1969-70			
National	157	58	27.0
Five Top Schools	41	18	30.5
SOCIOLOGY			
1963-70			
National	1,912	418	17.9
Five Top Schools	347	113	24.6
1969-70			
National	430	104	19.5
Five Top Schools	67	26	28.0
POLITICAL SCIENCE			
1963-70			
National	2,471	271	9.9
Five Top Schools	437	56	11.4
1969-70			
National	469	56	10.7
Five Top Schools	58	10	14.7
PSYCHOLOGY			
1963-70			
National	4,926	1,276	20.6
Five Top Schools	662	200	23.2
1969-70			
National	958	280	22.6
Five Top Schools	115	41	26.3
ECONOMICS			
1963-70			
National	3,604	223	5.8
Five Top Schools	711	52	6.8
1969-70			
National	742	52	6.5
Five Top Schools	126	5	3.8

Discipline	Men	Women	% Women
BIOCHEM-PHYSICS			
1963-70			
National	2,519	504	16.7
Five Top Schools	390	51	11.6
1969-70			
National	459	76	14.2
Five Top Schools	41	7	14.6
FOOD SCIENCE & TECHNOLOGY			
1963-70			
National	394	24	5.7
Top Five Schools*			
1969-70			
National	88	11	11.1
Top Five Schools*			
APPLIED BEHAVIORAL SCIENCE**			
ANIMAL SCIENCE			
1963-70			
National	805	23	2.8
Five Top Schools*			
1969-70			
National	153	6	3.8
Five Top Schools*			
AGRICULTURAL ECONOMICS			
1964-70***			
National	903	7	.8
Five Top Schools*			
1969-70			
National	181	0	.0
Five Top Schools*			

* Not rated.

** Not consistently reported.

*** 1963-64 not obtainable.

Discipline	Men	Women	% Women
MEDICINE (MD DEGREE)			
1963-70			
National	50,653	3,966	7.3
Five Top Schools*			
1969-70			
National	7,661	713	8.5
Five Top Schools*			
EDUCATION			
1963-70			
National	17,074	4,320	20.2
Five Top Schools*			
1965-70**			
National	4,698	1,196	20.3
Five Top Schools*			
LAW (LLD & JUD)			
1963-70			
National	96,184	4,088	4.1
Five Top Schools*			
1969-70			
National	14,340	855	5.6
Five Top Schools*			
ENGINEERING			
1963-70			
National	18,648	85	.5
Five Top Schools*			
1969-70			
National	3,657	24	.7
Five Top Schools*			

* Data not obtainable.

** 1963-64 & 1964-65 not obtainable.

NOTES

[1] U.S. Department of Health, Education, and Welfare. Earned Degrees Conferred: Institutional Data. 1963-70 data based on the years 1963-64 through 1969-70.

[2] Rating of quality of graduate faculty was taken from A Rating of Graduate Programs, Kenneth D. Roose and Charles J. Andersen, Washington, D.C., American Council of Education, 1970. 1969-70 figures are on the same top five schools for each department as listed for the 1963-70 years. Data taken from Earned Degrees Conferred, OE 72-2. The five top schools for the departments rated are as follows (* indicates tie in rating):

Botany: UCB, UCD, Harvard (data not included), Michigan, Texas, Wisconsin
Chemistry: Harvard, Cal Tech, Stanford*, Berkeley*, and M.I.T.
Zoology: UCB, Harvard, Stanford, Yale, Chicago (not reported in retrievable form).
Mathematics: UCB*, Harvard*, Princeton, Chicago, M.I.T.
Physics: Cal Tech, Berkeley*, Harvard*, Princeton, Stanford*, M.I.T.*
Anthropology: Chicago, Berkeley, Michigan, Pennsylvania, Harvard.
Sociology: UCB*, Harvard*, Chicago, Columbia*, Michigan*.
Political Science: Yale, Harvard, Berkeley, Chicago, Michigan.
Psychology: Stanford, Michigan, UCB, Harvard, Illinois.
Economics: Harvard*, M.I.T.*, Chicago, Yale, Berkeley.
History: Harvard*, Yale*, UCB, Princeton, Columbia*, Stanford*, Wisconsin*.
Philosophy: Princeton, Harvard, Michigan, Pittsburg, Cornell.
English: Yale, UCB*, Harvard*, Chicago*, Princeton* (UCB and Harvard tied for second, Chicago and Princeton for fourth.
Foreign Languages: Classics--Harvard, UCB, Princeton, Stanford, Michigan, N. Carolina. French--Yale, Columbia, Harvard, Princeton (Harvard & Princeton taken from Romance Languages and Philology), UCB, Chicago. German--UCB, Yale, Indiana, Texas, Stanford. Russian--Harvard, UCB, Columbia, Yale, Chicago. Spanish--Harvard, UCB, Wisconsin, Pennsylvania, Illinois, Michigan, Texas, Yale.
Biochemistry: Harvard, UCB, Stanford, Rockefeller, Wisconsin.
Art History: NYU, Harvard, Columbia, Princeton*, Yale*.

[3] In the Art Department, degree achievement is not a formal requisite for practice faculty (MA is usual) although the doctorate is required of the Art History faculty. Information on national art degree production and employment of women in art departments was obtained from preliminary data distributed to Members of the College Art Association in January 1972 by Professor Ann S. Harris, Hunter College. This information sheet is given in Appendix (13).

PH.D. PRODUCTION

Foreign Languages

Discipline	Men	Women	% Women
CLASSICS			
1963-70			
National	359	130	26.6
Five Top Schools	163	23	12.4
1969-70			
National	64	24	27.3
Five Top Schools	30	2	6.3
FRENCH*			
1963-70			
National	451	351	43.8
Five Top Schools	155	131	45.8
1969-70			
National	98	83	45.9
Five Top Schools	18	24	57.1
GERMAN			
1963-70			
National	509	176	25.7
Five Top Schools	104	43	29.3
1969-70			
National	83	35	29.7
Five Top Schools	17	12	41.4
RUSSIAN			
1963-70			
National	65	33	33.7
Five Top Schools	18	10	35.7
1969-70			
National	15	9	37.5
Five Top Schools	0	3	100.0
SPANISH			
1963-70			
National	455	235	34.1
Five Top Schools	88	47	34.8
1969-70			
National	88	56	38.9
Five Top Schools	11	18	62.1

* Harvard is listed under Romance Languages and Philology; Princeton is not listed.

Appendix 13.

COLLEGE ART ASSOCIATION STATISTICS FOR COLLEGE ART FACULTIES

Appendix 13

National data on College Art Faculties

Ann Sutherland Harris for the College Art Association

PRELIMINARY STATISTICS FOR WOMEN IN C.A.A. PROFESSIONS

I. Ph.D. production (Sources: U.S. Dept. of Education & College Art Journal, 1967 & 1971. (Do goverernment statistics combine MFA & Ph.D.?)

1960-65: 27% women 1966-67: 43.5% women 1967-71 (completed & in progress) 32.9%

(Ph.D.'s, % women in other fields, 1967-8: general biology 29; biochemistry 22; art education 34; early childhood education 100; adult education 21; sociology 18.5; history 13; psychology 22.5; Spanish 32; English & Lit. 27.4)

II. DISTRIBUTION OF WOMEN FACULTY IN 4 YEAR COLLEGES & UNIVERSITIES: FINE ARTS

In 1963 women were 22% of all faculty (part & full time) in such institutions. There were then 13,361 such positions. (Source: U.S. Dept. of Educ.)

(Cf. figures: In 1963 women were 18% of all faculty in 4 year colleges & universities. Distribution by rank: Full Prof. 8%; Assoc. Prof. 15%; Asst. Prof. 21%; Instructor 29%; Other 37%)

Distribution of women faculty in 1960 in 20 leading high endowment & high enrollment institutions: Fine & Applied Arts (Source: Parrish in Journ. AAUW, Jan. 1962)

Full Prof. 3.4%; Assoc. Prof. 18.5%; Asst. Prof. 14.3%; Instructor 11.9%.

Women were 13.8% of fine & applied arts faculty at all ranks in the 10 leading high endowment institutions tabulated. Distribution of women faculty in all fields in these 20 institutions in 1960: Full Prof. 3.7%; Assoc. Prof. 9.3%; Asst. Prof. 11.4%; Instructor 16.5%.

(Question: are the high enrollment schools more likely to be studio and the high endowment to be art history? If so, these figures suggest that women artists have a harder time than women art historians.)

Distribution of women faculty in forty one d-pts. of art (incl. art history, studio, art education, etc.) in 1960s (Source: catalogues of institutions concerned published between 1963 & 1971, the majority after 1967)

Full Prof. 4.7%; Assoc. Prof. 11.6%; Asst. Prof. 17.5%; 23.6% of Instructors.

Chairmen of Fine Arts Departments, 1970 (Source: AAUW survey by Ruth Oltman) (750 institutions were surveyed.)

% Women: 5% of all 454 institutions responding; 4% of co-ed. schools; 6% of women's schools; 1% of schools with over 10,000 students; 6% of schools with under 1,000 students; 4% of public schools; 5% of private.

III. C.A.A. WOMEN AS ACTIVE SCHOLARS

Women contributed 23.4% of the articles in the *Art Bulletin* between 1965-71, and 19% of the books reviewed in the same period. Also during this period the % of books by women reviewed exceeded the % of books by women received, suggesting that their scholarly productions were on the whole slightly more interesting.

IV. WOMEN ARTISTS (source: *Women and Art*, Winter, 1971; 89E. Broadway, NYC 10002

Whitney Annual: 1965, 90.9% male; 1966, 92.4%, 1967, 91.2%; 1968, 93.2%; 1969, 94.7%; 1970, 78.6% (after picketing, etc.)

Appendix 14.

SUMMARY OF HIRING PRACTICES, UCD

1963-64 THROUGH 1971-72

24 ACADEMIC UNITS

Appendix 14

SUMMARY OF HIRING PRACTICES 1963/64-1971/72

24 Academic Units.

	Male	Female	% Female	% Total Female
Botany				
Ladder	12	2	14.3	11.1
Non-ladder	4	0	.0	
Chemistry				
Ladder	16	0	.0	5.6
Non-ladder	1	1	50.0	
Zoology				
Ladder	13	1	7.2	5.3
Non-ladder	5	0	.0	
Mathematics				
Ladder	31	0	.0	.0
Non-ladder	1	0	.0	
Physics				
Ladder	18	0	.0	.0
Non-ladder	6	0	.0	
Anthropology				
Ladder	15	2	11.8	13.0
Non-ladder	5	1	16.7	
Sociology				
Ladder	17	1	5.6	4.5
Non-ladder	4	0	.0	
Political Science				
Ladder	18	1	5.3	13.3
Non-ladder	8	3	27.3	
Psychology				
Ladder	22	2	8.3	8.6
Non-ladder	10	1	9.1	
Economics				
Ladder	14	0	.0	.0
Non-ladder	6	0	.0	
History				
Ladder	27	0	.0	.0
Non-ladder	6	0	.0	

	Male	Female	% Female	% Total Female
Art				
Ladder	6	1	14.3	20.0
Non-ladder	2	1	33.3	
Philosophy				
Ladder	6	1	14.3	14.3
Non-ladder	0	0	-	
English				
Ladder	31	2	6.1	10.3
Non-ladder	4	2	33.3	
Foreign Languages				
Ladder	52	7	11.9	30.2
Non-ladder	15	22	59.5	
Biochem/physics				
Ladder	14	1	6.7	11.1
Non-ladeer	2	1	33.3	
Food Science				
Ladder	12	1	7.7	5.6
Non-ladder	5	0	.0	
Applied Behav. Science				
Ladder	9	5	35.7	36.7
Non-ladder	10	6	37.5	
Animal Science				
Ladder	10	0	.0	.0
Non-ladder	1	0	.0	
Agricultural Economics				
Ladder	10	2	16.7	20.0
Non-ladder	2	1	33.3	
Medicine**				
Ladder	112	2	1.8	4.8
Non-ladder	6	2	25.0	
Adjunct/In Res.	7	2	22.2	
Education				
Ladder	10	1	9.1	14.8
Non-ladder	13	3	18.8	
Law**				
Ladder	24	0	.0	3.2
Non-ladder	6	1	14.3	
Engineering				
Ladder	80	0	.0	.0
Non-ladder	36	0	.0	
Prof. In Res.	1	0	.0	

* Source--UCD catalogs 1963-1971

** Medicine (1968-71); Law (1966-71)

Appendix 15.

EARNED DOCTORATES CONFERRED

United States, 1920-1970

Appendix 15

EARNED DOCTORATES CONFERRED
United States, 1920-1970
by sex of recipient

Year	Total	Male	Female	Percentage Female
1919-20	615	522	93	15.1
1929-30	2,299	1,946	353	15.4
1939-40	3,290	2,861	429	13.0
1941-42	3,497	3,036	461	13.2
1943-44	2,305	1,880	425	18.4
1945-46	1,966	1,580	386	20.0
1947-48	3,989	3,496	493	12.4
1948-49	5,050	4,528	522	10.3
1949-50	6,633	5,990	643	9.7
1950-51	7,338	6,664	674	9.2
1951-52	7,683	6,969	714	9.3
1952-53	8,309	7,517	792	9.5
1953-54	8,996	8,181	815	9.1
1954-55	8,840	8,014	826	9.3
1955-56	8,903	8,018	885	9.9
1956-57	8,756	7,817	939	10.7
1957-58	8,942	7,978	964	10.8
1958-59	9,360	8,371	989	10.6
1959-60	9,829	8,801	1,028	10.5
1960-61	10,575	9,463	1,112	10.5
1961-62	11,622	10,377	1,245	10.7
1962-63	12,822	11,448	1,374	10.7
1963-64	14,490	12,955	1,535	10.4
1964-65	16,467	14,692	1,775	10.8
1965-66	18,239	16,121	2,118	11.6
1966-67	20,621	18,164	2,457	11.9
1967-68	23,091	20,185	2,906	12.6
1968-69	26,189	22,753	3,436	13.1
1969-70	29,872	25,892	3,980	13.3

Sources:

1919-20 through 1939-40: Table 33, U.S.O.E. *Biennial Survey of Education, 1956-68*, *Statistics of Higher Education, 1957-58, Faculty, Students and Degrees*. OE 53017-58.

1939-40 through 1945-46: Table XVIII, U.S.O.E. *Biennial Survey of Education, 1946-48*, *Statistics of Higher Education, 1947-48*.

1947-48 through 1962-63: Table 1, U.S.O.E. *Earned Degrees Conferred*. OE 54013-63.

1963-64 through 1964-65: Table 4, U.S.O.E. *Earned Degrees Conferred*. OE 54013-65.

1965-66 through 1969-70: Table 1, U.S.O.E. *Earned Degrees Conferred*. OE 54013-70B.

Appendix 16.

EARNED DOCTORATES CONFERRED

United States, 1950-1970

Appendix 16

Earned Doctorates Conferred
United States, 1950-1970
by sex of recipient
23 College of Letters and Science disciplines*

Year	Total	Male	Female	Percentage Female
1969-70	13,501	11,575	1,926	14.3
1964-65	8,218	7,273	945	11.5
1957-58	4,746	4,232	514	10.8
1949-50	4,476	3,980	496	11.1

* Represented by the programs and departments of American Studies, Anthropology, Bacteriology, Botany, Chemistry, Dramatic Art, Economics, Education, English, Geography, Geology, History, Mathematics, Music, Philosophy, Physical Education, Political Science, Psychology, Rhetoric, Sociology, Zoology, and the foreign languages (French and Italian, German and Russian, Spanish and Classics combined). Art information is not given by USOE in pertinent retrievable form.

Sources: 1969-70, 1964-65, Earned Degrees Conferred, OE-54013-70B, OE 54013-65.
1957-58, USOE Biennial Survey of Education, 1956-8, Statistics of Higher Education, 1957-58, Faculty Students and Degrees. OE 53017-58.
1949-50, USOE Biennial Survey of Education, 1948-50, Statistics of Higher Education.

Appendix 17.

HIRING PRACTICES - RAW DATA (original copy only)

TASK FORCE MEMBERS

Ursula Abbott
Ruth Alscher
Ruth Anderson
Kristin Bailiff
JoAnn Brach
Kathleen Fisher
Robert Gerould
Robert Glock
Dorothy Lowry
Sandra McCubbin
Romi Meier
Lloyd Musolf
Dennis Shimek
Jane Welker
George York

Epilogue

Once upon a time, there was a very primitive society. In this culture, one-half of all the babies born were relegated at the moment of birth to spend the rest of their lives performing menial tasks. They would never be permitted to assume positions of leadership or great responsibility. Even in their wildest dreams, individuals in the menial-task half of society could not aspire to become a leader (president, chancellor, chief).

Which half of the society an individual would be assigned to was determined at conception by the random combination of a single chromosome pair, producing certain obvious physical characteristics. Characteristics resulting in part from the chance combinations of the other 45 chromosomes, such as intelligence, personality, leadership capability, or talent, were considerably less relevant in the determination of the future of that individual.

Gradually, however, a new culture emerged from this primitive tribe of people. Slowly the realization dawned that the characteristics produced by that single pair of chromosomes weren't so important after all, certainly not in regard to intelligence and leadership capabilities. In the new society, there was no arbitrary assignment of duties at birth. Every individual was permitted to mature and to freely seek a position in society which was in harmony with that individual's interests and capabilities.

Of course, the transition between the primitive and the new society occurred very slowly. At first, the menial-task individuals were permitted to leave their narrow confines. As time progressed, more and more of them were allowed to enter previously prohibited fields of endeavor. They were even rewarded in currency (monies) for their efforts, although it was understood by all that they would not be rewarded as much as *the other half*. It was also understood that the menial-task people would never be bosses; while they could work *with the other half*, they were forbideen to supervise them.

After a very long time in transition, people began to forget about the arbitrary assignments that had been made by their ancestors. Because they forgot, they couldn't understand why people didn't always get equal pay for equal work, or equal jobs for equal skills. Why was half of the population treated differently from the other half? They would scratch their heads and wonder. There was a lot of confusion.

The last FORBIDDEN FIELDS for the menial-task people were the top leadership positions. Everyone knew that the menial-task people were NOT SUPPOSED TO BE BOSSES, even though they forgot why.

Eventually, though, the Old Ways and the Old Taboos crumbled away entirely, and nobody even remembered what a menial-task person was. From the confusion emerged a beautiful society.